SCHOOL OF EDUCATION
LIBRARY
BUILDING USE ONLY

American VOCATIONAL Journal

FEBRUARY, 1959

# the journal salutes TEXAS

# ANOTHER SCHOOL SELECTS

# SOUTH BEND

Safety is extremely important in every school shop. This is one of the many reasons why Nappanee High School, like the many other high schools that have installed South Bend 10K Lathes, find South Bend's safe . . . safe even for the inexperienced students.

On underneath motor drive lathes, an automatic interlock prevents the opening of the headstock and the gear guard while the motor drive is engaged. Another safety interlock makes it impossible to engage power cross feeds and longitudinal feeds at the same time. The belt drive to the spindle is also an important safety feature. In event of tool hang up, the overload is absorbed by the belt and prevents possible injury and serious damage to the lathe.

Mail the coupon for more information about South Bend 10K Lathes . . . and why they are preferred by many shop instructors.

**NAPPANEE**
**High School**

*Prices of 10K Floor Lathes start at $500.*

**SOUTH BEND LATHE**

***Builders of Lathes, Milling Machines, Shapers, Drill Presses, Pedestal Grinders***

**SOUTH BEND LATHE, South Bend 22, Indiana**

Please send information on 10K Lathes

NAME_____ SCHOOL_____

STREET_____

CITY_____ STATE_____

**NEW VOCATIONAL AND PROFESSIONAL MONOGRAPHS**

**Beauty Culture** M. L. Sinclair, Dean, Banford Academy $1.00

**The Medical Technologist** L. S. Jackson, National Committee for Careers in Medical Technology $1.00

**The Scientific Instrument Industry** J. R. Irving, Dir. Public Information. Scientific Apparatus Makers Assn. $1.00

**Careers in the Atomic Energy Industry** H. L. Walker, Univ. of New Mexico

**Petroleum Engineering** C. U. Kirkpatrick, Univ. of Houston

**Bellman Publishing Co.**
**P. O. Box 172-V**
**Cambridge 38, Mass.**

**ORDER HANDSOME BINDERS FOR YOUR JOURNALS!**

*Keep your copies of your professional magazine on file for quick reference*

AVA Headquarters
1010 Vermont Ave., N.W.
Washington 5, D. C.

Please ship me_____binders @ $3.00 each.

Name

Address

## *Applause*

**—to Dr. James B. Conant and Look** Magazine for "A Hard Look at Our High Schools (Feb. 3rd issue). This preview of the results of Dr. Conant's study of the American High School should be read by AVA members everywhere. In particular, we call your attention to the following statements.

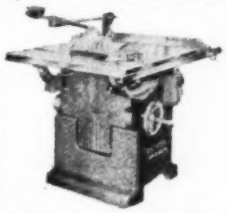
"The nature of the non-academic elective program will depend almost entirely on the community. There may be a considerable number of parents who are interested in having their children, whose talents are non-academic, take vocational courses geared to employment opportunities in the community. In that case, such courses should be offered. I have seen excellent work in such programs. What is more important is the fact that the students enrolled in those meaningful programs have an attitude toward their vocational work that carries over to their work in those academic courses required of all. These pupils know why they are in school: they are *committed* students. I strongly suspect that few committed students turn up as juvenile delinquents.

"Moving now to the academic elective program, I am convinced from my many talks with teachers and students that, on a national basis, something like 15 per cent of the youth of high-school age have the ability to study effectively and rewardingly advanced mathematics, science and a foreign language. And I think those academically talented students should be urged by the counselors to elect a minimum academic elective program that includes four years of mathematics, four years of *one* foreign language and three years of science. Such a wide program, including the students' required courses, will demand 15 to 20 hours of homework a week. . . .

"In school after school, I found that not more than two years of any foreign language were offered. And these were all schools with a good reputation. Ambitious students were studying two foreign languages for two years each. Such programs are very nearly a waste of time. The purpose of studying a language is to master it. Those who have ability can acquire something approaching mastery in a four-year high-school course."

**OLIVER Saw Benches make easy work of hard cuts**

The sturdy new No. 270 rips, cross-cuts, dadoes, miters with ease. Table and gauges graduated to cut a perfect miter, cut to length, or rip to width without delay to check measurements. Rips to 16" wide to left of saw, 29" to right.



Cross-cuts to 16" wide, 3" thick. Write for Bulletin No. 270.

*Oliver makes a complete line of woodworking machines for school shops.*

**OLIVER MACHINERY COMPANY**
Since 1890 GRAND RAPIDS 2, MICH.

**Free to WRITERS seeking a book publisher**

Two fact-filled, illustrated brochures tell how to publish your book, get 40% royalties, national advertising, publicity and promotion. Free editorial appraisal. Write Dept. AV

**Exposition Press** / 386 4th Ave., N.Y. 16

**BOOK MANUSCRIPTS CONSIDERED**

by cooperative publisher who offers authors early publication, higher royalty, national distribution, and beautifully designed books. All subjects welcomed. Write, or send your manuscript directly.

GREENWICH BOOK PUBLISHERS
Attn. Mr. Mitty 489 Fifth Avenue
New York 17, N. Y.

**CARVING TOOLS**
HOBBYCRAFT SETS

IMPORTED FROM GERMANY
Complete line of Chisels, Gouges & Parting Tools in Straight, Long Bend, Spoon, Back Bend & Fish Tail. Over 30,000 Tools in Stock. Many Special & "Hard to Get" Items. Low Prices. Liberal Discounts to Schools & Dealers.
**BIG 8 PAGE FOLDER FREE. Write To-Day.**
FRANK MITTERMEIER (Est. 1934)
3577 E. Tremont Ave., New York 65, N.Y.

NEW FOLDER— **FREE** FOR YOUR GUIDANCE FILE

**"VOCATIONAL OPPORTUNITIES IN THE HOTEL AND INSTITUTIONAL FIELD"**

The hotel and institutional fields offers unusual opportunities today to men and women, both young and mature. The Lewis School—original and only school offering both resident and home study hotel training courses has prepared a FREE folder for Guidance Officers giving full details about this fascinating field. Write on your letterhead to:

**LEWIS HOTEL TRAINING SCHOOL**
Vocational Guidance Div., Room EB-4904, Wash. 7, D. C.

**JEWELRY PARTS—GEM STONES**

Your best retail and wholesale source of materials, supplies and equipment for Jewelry Making, Gem Cutting and Enameling. We supply schools, hobbyists, retail and manufacturing jewelers. SEND FOR FREE CATALOG. We are celebrating our 25th Anniversary.

**GRIEGER'S INC.** 1633 E. Walnut Street Pasadena 27, Calif.

## STILL AVAILABLE

*Be sure to order your copies of the December American Vocational Journal—Golden Anniversary Issue—while the supply lasts. The Journal's record of 50 years of progress in vocational and practical arts education is an exclusive reference for use through the years ahead.*

**Order today from AVA!**

$1 each; 10 per cent discount on orders over 9

Your Headquarters for
Wood and Metal Shop Supplies
The oldest...and most reliable
. . . firm in the School Shop
Supply Field.

**PATTERSON PB BROTHERS**
15 PARK ROW NEW YORK 38, N.Y.
YOUR MOST DEPENDABLE SOURCE SINCE 1848

come out of the shadows . . . INTO THE LIGHT

—with the New
**VU-GRAPH**
Overhead Projector
"THE ELECTRIC BLACKBOARD"

Beseler's VU-GRAPH Overhead Projector is unique. It takes you out of the shadows, into the light bright world of accurate communications. Here is the new, better way to teach Science and Shop Subjects.

• You face your class ALL the time • Your writing is seen by ALL — AS YOU WRITE IT • You write your thoughts and facts on the VU-GRAPH, not on a dusty blackboard • Your writing flashes OVER your head onto a screen, appearing up to 10 times the original size • The subject matter shows up sharp and contrasty, not grayish as on a blackboard • Project overlays, plastic models, color transparencies.

**Write for a Free Demonstration and ask for the new brochure "Get Your Point Across—Fast!"**

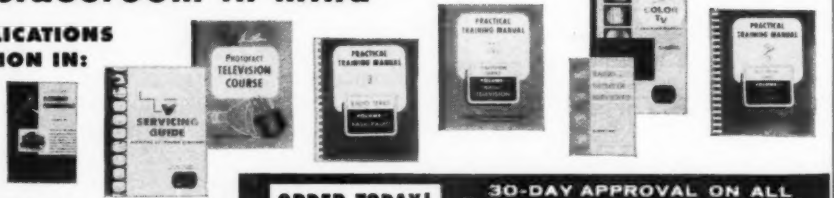
CHARLES Beseler COMPANY
EAST ORANGE, NEW JERSEY

# SAMS BOOKS

***...have the classroom in mind***

**MOST WIDELY USED PUBLICATIONS FOR EFFECTIVE INSTRUCTION IN:**

- ***Television***
- ***Radio***
- ***Electronics***
- ***Electricity***




***Ideal for your classroom***

- LEARNING ELECTRICITY FUNDAMENTALS.....EFC-1
- BASIC ELECTRICITY MANUAL.....ED-12
- BASIC RADIO MANUAL.....ED-1
- BASIC TELEVISION MANUAL.....ED-21
- PHOTOFACT TELEVISION COURSE.....TV-1
- COLOR TV TRAINING MANUAL.....TVC-1
- RADIO RECEIVER SERVICING.....RS-1
- TV SERVICING GUIDE.....SGS-1
- KNOW YOUR OSCILLOSCOPE.....KOS-1
- 101 WAYS TO USE YOUR SIGNAL GENERATOR..TEM-1
- HANDBOOK OF ELECTRONIC CIRCUITS.....HEC-1

Student Notebook Sheets—RADIO.....VLV-1
Student Notebook Sheets—TELEVISION..VLV-2

**FREE TO INSTRUCTORS**

Send coupon at right for Free INSTRUCTOR'S PACKET ED-8 containing Wall-sized Block Diagrams of TV and Radio, latest Test Equipment Data, Planning Information, descriptions of new Radio and TV Student Notebook Sheets, and Free Book List.

**ORDER TODAY!** 30-DAY APPROVAL ON ALL SAMS PUBLICATIONS

**HOWARD W. SAMS & CO., INC.**
2217 E. 46TH STREET • INDIANAPOLIS 5, INDIANA

Send me the following books (with 30-day return privilege):

| | | |
|---|---|---|
| ☐ EFC-1....$5.95 | ☐ TV-1.....$3.00 | ☐ TEM-1....$2.00 |
| ☐ ED-12.... 5.00 | ☐ TVC-1.... 6.95 | ☐ KOS-1.... 2.00 |
| ☐ ED-1..... 5.00 | ☐ RS-1..... 2.50 | ☐ HEC-1.... 1.00 |
| ☐ ED-21.... 5.00 | ☐ SGS-1.... 2.00 | ☐ VLV-1..... .25 |
| | | ☐ VLV-2.... .35 |

☐ Free Instructor's Packet ED-8.

$_____enclosed. ☐ Bill as instructed

Name_____

Position_____ Subject-Field_____

School_____

Address_____

City_____ Zone____ State_____

## The Cover

We urge JOURNAL readers everywhere to give careful attention to this month's special feature—coverage of vocational and practical arts education programs in the nation's famous Lone Star State. We are certain you'll agree our Texas friends believe that "the training which makes men happiest in themselves also makes them most serviceable to others" (John Ruskin).


## AVA Officers

President—H. H. London
Columbia, Mo.

Past President—R. E. Bass
Richmond, Va.

Executive Secretary—M. D. Mobley
1010 Vermont Ave., N.W.
Washington, D. C.

Treasurer—Charles W. Sylvester
6429 Blenheim Rd., Baltimore

## Vice Presidents

Agriculture—Carl M. Humphrey
Jefferson City, Mo.

Distributive—Roy Fairbrother
Madison, Wis.

Home Economics—Mrs. Rosa H. Loving
Richmond, Va.

Industrial Arts—William R. Mason
Cleveland, O.

Trade and Industrial—F. J. Konecny
College Station, Tex.



The American Vocational Journal is published monthly, September to May, inclusive, by the American Vocational Association, Inc. Second class postage paid at Washington, D. C. Contents copyright by AVA.



# American VOCATIONAL Journal

M. D. Mobley, Editor-in-Chief

Dorothy Robinson Thompson, Managing Editor
Eleanor Brooke, Editorial Assistant



## AVA EDITORIAL BOARD

Agriculture—George P Deyoe
University of Illinois

Business—William Selden
Pennsylvania Department of Public Instruction

Distributive—Wendell Echols
Florida Department of Education

Home Economics—Margaret Scholl
Texas Education Agency, Austin

Industrial Arts—G. Harold Silvius
Wayne State University, Detroit

Trade & Industrial—Russell K. Britton
Denver Board of Education

## National Advertising Representatives

W. J. Fitzpatrick, Jr.
75 E. Wacker Drive
Chicago 1, Ill.

Eugene L. Pollock
60 E. 42nd St.
New York 17, N. Y.



Vol. 34—FEBRUARY 1959—No. 2


# THE JOURNAL FOR FEBRUARY

## SPECIALS


For AVA President ..... 7
The JOURNAL Salutes Texas ..... 8
Guest Editorials ..... *Texas Governor Price Daniel* 8
*Commissioner of Education Dr. J. W. Edgar; Assistant Commissioner M. A. Browning* ..... 9
Placement for Farm Experience ..... *Hugh J. Ripper* 20
Skills Are Not Enough! ..... *Dr. Richard E. Morley* 21
Theory and Practice (Let's Narrow the Gap) ..... *Dr. B. J. Tinnell* 22
Career Opportunities in the Retail Food Industry ..... *Charles Pappas and Dr. W. Fred Totten* 24
Let's Not Forget the Girls ..... *Margaret Booher* 27


## REGULAR


Applause ..... 2
From the Public Information Committee ..... *Dr. H. M. Hamlin* 4
Latest Word from Washington ..... *Dr. M. D. Mobley* 5
From the U. S. Office ..... 28
Brief News ..... 30
New Books ..... 32



All members of the American Vocational Association, Inc., receive the Journal; 25 per cent or more of membership dues reserved for Journal. Membership applications should be submitted through state vocational association secretaries. Order library and nonmember subscriptions at $3.00 a year from AVA, 1010 Vermont Ave., N.W., Washington.

# *From the Public Information Committee*

**THE COMMITTEE on Public Information has received a** grant of $4,000 for 1959 from the Sears-Roebuck Foundation. It is expected that similar grants will be available in 1960 and 1961.

The first meeting of the Committee was held in Washington, D. C., February 2-4.

* * *

**One function** of this column will be to report to the AVA membership comments on vocational education in the press which may not have come to their attention. Here are some recent examples.

* * *

**The American School Board Journal** for December includes 10 pages under the general heading, *The New Look in Industrial Arts and Vocational Education.* The new building for the William E. Grady Vocational High School in Brooklyn is described in some detail.

* * *

**There are** several references to vocational education in a new publication of the National Education Association directed to the lay public and entitled, *How Good Are Your Schools?* In a general list of criteria for schools, the publication suggests that schools should "develop a respect for work and for skill in performance, and the ability to carry tasks through to completion."

In dealing with the senior high school the publication suggests that citizens check as to whether "business, trade, and industrial subjects are available for those who plan to terminate their schooling after the high school years, as electives for those in academic courses, or for those who will continue in specialized education beyond the high school."

In discussing education for older youths and adults a question is raised as to whether opportunities are provided for terminal courses adapted to community needs for semi-professional or skilled workers. The publication suggests that citizens inquire whether the school buildings have been planned to care adequately for vocational education.

* * *

**A new** publication on juvenile delinquency by the NEA's Association for Supervision and Curriculum Development quotes approvingly a conclusion by Erik K. Erikson that delinquents and psychotics of certain types have one thing in common, a "paralysis of workmanship."

This is described by contrast to what the normal person means by "completing a job" with the feeling of having created a value or a product. Erikson is said to hold that both the delinquent and the psychotic have "a mistrust in themselves, a disbelief in the possibility that they could ever complete anything of value."

* * *

**Eric Hoffer** has commented thoughtfully on *The Rise and Fall of the Practical Sense* in *The Reporter* for December 11, 1958. He points out that "the practical sense" has been throughout history a rare phenomenon, prevalent peculiarly in the Occident and there only during the last two or three centuries. He cites examples throughout history of the hostility of the "intellectuals" toward anything practical and indicates that "almost all recent pronouncements in praise of science and scientists have an undertone of depreciation of the merely practical." Even under Communist regimes, he says:

"The dominant intelligentsia is absorbed in the highly practical purpose of industrializing a broad expanse of the globe's surface, yet their predilection is for the monumental, grandiose, spectacular and miraculous. It is not at all strange that they should have left the details of housing, food, clothing, sanitation, and other components of everyday life in a relatively primitive state."


IMPORTANT NOTICE

The Genuine MAUSER VERNIER CALIPER

IS NOW MADE OF STAINLESS STEEL THROUGHOUT

The fine finish will not tarnish or deteriorate in many years of use.

NEW #101

$14.75 POSTPAID

. . AND THE FOLLOWING IMPROVEMENTS HAVE BEEN ADDED



★ A SPECIALLY LONG VERNIER to read the thousandths

★ A HARDENED PHOSPHOR-BRONZE adjustable gib retains accuracy

★ 3 EASY READING SCALES • 1/1000" • 1/128" • 1/10 mm. in back

Request Illustrated Folder showing complete line of MAUSER Toolmakers Calipers, Height gages, Bevel Protractors and Tool Stands.

Dealers: Here's a real profitable line!

GEORGE SCHERR CO., Inc.

COMPLETE LINE OF PRECISION INSTRUMENTS

WEST COAST BRANCH: SCHERR-TUMICO CO. - 3337 W. Olympic Blvd. - Los Angeles 19, Cal.

200 LAFAYETTE STREET • NEW YORK 12, N. Y.

LOOK TO OREGON

. . . For Summer Study

OREGON STATE COLLEGE

1959

Graduate and Undergraduate Programs

**VOCATIONAL-TECHNICAL EDUCATION**

**Two four-week terms—June 22-July 17, July 20-Aug. 14.** Basic courses and advanced seminars. Evaluation of Trade experience, based upon examination, applicable toward baccalaureate degree in Trade and Industrial Education.

**Three two-week workshops—June 22-July 3.** Organization of Instruction in Cosmetology. Automotive Instruction (General Motors). Metals Technology for Vocational and Trade School Curricula.

**INDUSTRIAL ARTS EDUCATION**

**Eight-week term—June 22-Aug. 14.** Technical and professional courses at graduate and undergraduate levels. Special leaflet on request.

**HOME ECONOMICS EDUCATION**

**Classes—June 22-July 31.** Special Secondary Methods. Organization and Administration of Homemaking Education. Supervision of Homemaking Education. Teaching the Livable Home Area of Homemaking.

**Workshop—June 22-July 3.** Interpreting Homemaking Education. Helping homemaking teachers to successfully explain the many phases of homemaking education. Developing materials and techniques. Enrollment limited.

**In addition,** many professional education, as well as home economics courses.

**Graduate programs** planned to meet the needs of the individual.

**BUSINESS EDUCATION**

**Classes—June 22-August 14.** Nationally known instructors. Undergraduate typing and business machines instruction. Graduate courses in skill and non-skill areas.

**Workshop—June 22-July 3.** Two-week workshop each summer.

**Graduate programs.** Graduate major on Master's level—thesis optional. Minor work on Doctoral level.

*For early receipt of catalogs and detailed information write to Industrial Education Department, Room D8.*

**OREGON STATE COLLEGE**

Corvallis, Oregon

Authorized by the OREGON STATE BOARD OF HIGHER EDUCATION

# Latest Word from WASHINGTON

► THE BIG STORY. President Eisenhower's widely-publicized and allegedly "balanced" budget for the fiscal year ending June 30, 1960 states and re-states the Administration's plans to ask Congress for the repeal of federal participation in vocational education.

The President's budget message, page M65, reads:

"While continuing to support programs necessary to stimulate greater state and local effort in areas of critical national concern, this administration has consistently endeavored to strengthen our system of government by encouraging state and local governments to assume responsibility for many public needs which they can provide well without relying on federal aid at all, or by financing a larger share from their own revenue sources. Therefore, toward this objective, legislation is again recommended to:

"(a) Discontinue federal grants for vocational education and for waste treatment works construction and adjust federal revenue laws as recommended by the Joint Federal-State Action Committee so the states can assume full responsibility for these programs starting in the fiscal year 1961:"...

"Specific proposals will be transmitted to the Congress during this session on each of these matters and I urge the Congress to speed their enactment."

Meanwhile, the President's Budget calls for the full amount authorized under the George-Barden Act for agricultural education, distributive occupations, home economics and trades and industry; as well as the full amount under the permanent appropriation provided for under the Smith-Hughes Act. The Budget also recommends an additional appropriation of $7 million for area vocational education programs.

In comparison with amounts appropriated last year, the Budget proposes a cut of 25 per cent ($1,100,000) for practical nurse training and a cut of 21 per cent ($48,000) for training in the fishery industry.

In justifying Budget items (page 601 of the Budget) for vocational education, again we find the warning:

"While the budget recommends continued financial support for these programs in 1960, it is anticipated that no funds will be required in the 1961 budget for these programs, should the Congress accept as practicable the recommendations of the Joint Federal-State Action Committee that the states assume this function entirely."

► THE REDUCED FUNDS. Practical nurse and fishery trades training allotments have undoubtedly been cut because states have not been using all of the available federal funds for these two programs.

A recent U.S. Office of Education report reveals that a total of $1,088,700 of practical nurse funds—out of the full appropriation of $4 million—was not used during the fiscal year ending June 30, 1958. Some state officials claim that regulations governing the use of this money, permitting its expenditure only for new programs or for the improvement of old programs, are such that it has not been possible to spend wisely and effectively all the funds made available.

Congress is cognizant of this problem. This is evidenced by the fact that the Senate Appropriations Committee in its Report No. 1719 that accompanied the appropriation bill for fiscal 1959 (H.R. 11645) included the following statement:

"The practical nurse training program has been in the process of development for a number of years. Prior to the enactment of Public Law 911, 84th Congress, there were no practical nurse training programs in some States; a limited development in others, and in still others many such programs had been established. The practical nurse training programs that had been developed were supported from States, local and, in some cases, foundation funds and from Federal vocational education grants for training in trades and industry.

"When Public Law 911 was enacted by the Congress, it was not intended that regulations be established to deprive those States which had made substantial progress in developing practical nurse programs of funds appropriated for practical nurse training. States should not be penalized for making progress with a program vital to the health of the people of the Nation. The committee therefore urges the Department to adjust policies and regulations so that each State will be able to use, and use effectively, its allotted funds for practical nurse training as was contemplated by the Congress in the enactment of the enabling legislation."

To date the regulations governing the use of practical nurse funds have not been adjusted as urged by the powerful Senate Appropriations Committee. Officials of the Department of Health, Education and Welfare claim that regulations cannot be relaxed under provisions of the basic law.

If the basic law (P.L. 911, 84th Congress) is so worded that regulations cannot be relaxed, then state and local vocational officials should demand an amendment.

► THE JOURNAL SALUTES TEXAS. It is a pleasure to call your special attention to the lead feature in this issue—the story of the growth and further development of vocational education in the nation's second largest state. While our friends in the southwest have been taking a bit of a ride recently, we feel certain AVA members everywhere will agree that the time-honored slogan "made in Texas, by Texans" still stands for a grade A product.

The JOURNAL is pleased to salute a great state, whose citizens are justifiably proud of a rich history, magnificent resources and major accomplishments—that include a splendid vocational and practical arts education program.

► A POWERFUL ALLY. With the revised proposal of the Joint Federal-State Action Committee off the ground—to substitute telephone tax refunds for federal funds for vocational education—it is good news to find that telephone companies in at least some states have moved into action.

The New York Telephone Company included a folder entitled "An Unfair Tax on You" with each service bill mailed out to subscribers last month.

Pointing out that the federal excise tax—a tax of 10 cents on every dollar of the consumer's phone bill—was an emergency, war-time measure "which should have been repealed when peace came," the leaflet labels the levy "unfair" and understandable only in view of national defense needs.

"Now a move is a-foot," it continues "to pass a law transferring a part of this tax to the states, where it would very likely become a permanent part of the tax structure.

"The disturbing thing is that it would be used for purposes far removed from any emergency...needs.

"It would be used to pay in part for sewage disposal and vocational education."

A similar folder was mailed to telephone subscribers in Pennsylvania, South Dakota and other states.

We congratulate officials of telephone companies for exemplary public spirit in bringing these facts to the attention of the people they serve.

We hope vocational educators everywhere will be inspired with this strong support in their behalf. Let us never forget that action to withdraw federal partici-

*(Continued on page 32)*

**AVA Members Will Receive Ballots by Mail. Do not use this!**

**OFFICIAL BALLOT**
of
**AMERICAN VOCATIONAL ASSOCIATION, INC.**
for
**PRESIDENT**
for
**AVA Year 1959-1960**

SAMPLE

Vote for ONE nominee by marking X in the ☐ before the name of your choice.

☐ **E. M. CLAUDE**

☐ **SAMUEL L. FICK**

**To be counted, this OFFICIAL BALLOT must be used, returned in the enclosed envelope and postmarked not later than MARCH 10, 1959.**

# For AVA President...

E. M. Claude

Samuel L. Fick

EDWARD M. CLAUDE, Chief of the Trade and Industrial Education Service, Illinois State Board of Vocational Education, has been active in vocational education as a teacher, supervisor and agent in the U. S. Office of Education for thirty-three years. Ed was born and spent his early years at Delavan, Minnesota. He attended Stout State College and was graduated in 1925; then completed his undergraduate work in Trade and Industrial Education for a Bachelor's Degree at Colorado State College; his Master's Degree was taken at Bradley University. Ed is a member of Epsilon Pi Tau and Iota Lambda Sigma fraternities.

A printer by trade, E. M. Claude's teaching and supervisory activities include twelve and one-half years in Florida at Tampa, Daytona Beach and Miami. He was a member of the Trade and Industrial Service, Alabama State Board of Vocational Education for three years. During that time Ed assisted in some early developments of Cooperative Education. He was then invited to join the U. S. Office of Education and spent four and one-half years as an Agent of the Trade and Industrial Education Service.

In 1945, Claude became a member of the supervisory service, Trade and Industrial Education, Illinois State Board of Vocational Education, and for twelve years has served as Chief of that service.

He has taught summer session vocational courses at the Universities of Alabama and Purdue and served as a leader and resource person, National Supervisory Development Program sponsored by the U. S. Office of Education.

E. M. Claude was President of Illinois Industrial Education Association 1953 and Illinois Vocational Association 1955.

His service to the AVA includes: Public Relations Committee Membership; T and I Program Chairman, 1951; Vocationally Talented Pupil Committee; Nominating Committee; and Advisory Council to the Executive Committee. Ed has served as President of the National Association of State Supervisors of Trade and Industrial Education.

He is married; one son, Roger, Salt Lake City, Utah; and is a member of the Presbyterian Church.

SAMUEL L. FICK, Chief of California's Bureau of Industrial Education, has served with distinction as State Supervisor of Trade and Industrial Education for 15 years. Prior to assuming the top leadership position in California's industrial education program, Sam was Assistant Director of the State's War Production Training program from August 1941 until April 1944, then becoming Director of the War Training program until its termination in 1946.

Fick's educational leadership in California has won him citations from California's Ship, Epsilon Pi Tau, and the U. S. Office of Education. His formal education includes the B.S. and M.S. degrees from the University of Southern California, plus additional graduate work in the field of educational administration.

His community activities have been many and varied, and his fraternal and professional memberships include Phi Delta Kappa, Epsilon Pi Tau, Masonic Order, Lions Club, and American Legion.

Member of the AVA for 33 years, Sam has always been active in the Association's affairs. He recently completed serving a three-year term as AVA Vice President for Trade and Industrial Education, and has also served for three years on the Trade and Industrial Policy and Planning Committee, one year of which he chaired the committee. Fick has been a member of the AVA Labor-Management Relations Committee since its inception, also serving as chairman for one year. He is also a member of the AVA-Bureau of Apprenticeship Committee representing the Western Region, as well as the Committee on the Vocationally Talented Pupil. Sam has also been active in the National Association of State Supervisors of Trade and Industrial Education, serving as its Secretary, Vice-President, and President.

Throughout his professional career Sam has been an active member of local and state education associations, serving as President of the Los Angeles Vocational and Industrial Arts Association and as Secretary and President of the California Industrial Education Association.

Sam Fick is married, has one married daughter and a grandson, and is an active member of the Methodist Church. He is listed in *Who's Who in American Education.*

## The JOURNAL Salutes

# TEXAS

## — where vocational education faces a bright future

TEXAS CONTRIBUTES MORE MONEY toward vocational education than any other state in the nation. Some 85 per cent of the expense of vocational programs in Texas is borne at the state and local levels.

With an enrollment of 300,000 adult and high school students in vocational courses, Texas has long been one of the country's leaders in the successful development of this important field. Established on the present systematic basis in 1918, vocational courses have become an integral part of our public schools.

We are honored that the AMERICAN VOCATIONAL JOURNAL has devoted this issue to a salute to Texas.

*Governor*
*Price Daniel*

**VOCATIONAL TRAINING in agriculture has had much to do with the trend** in Texas toward a sounder economic system of crop-growing and livestock-raising. The application of progressive farming methods has restored much worn-out land and brought about many new cash crops. Texas farmers are now growing more than 60 crops on a commercial basis. Some 60,000 Texans were enrolled last year in vocational agricultural courses, and these farmers and future farmers will play an increasingly important role in the economic development of the state.

**THE OTHER FIELDS of vocational education—homemaking, industrial and** distributive—continue their growth. Texas can boast the largest enrollment in homemaking—150,000 last year—of any state. Another 42,000 are receiving sales and management training in distributive education courses.

Texas in recent years has undergone a change from an agricultural economy to a combined agricultural-industrial economy. The combination of our state's variety and abundance of raw materials and the rapid growth in population has caused a near-revolution in the development of manufacturing since World War II.

Texas now produces some four billion dollars each year in manufactured goods—more than seven times the product value of 1939.

Trade and industrial training is being offered to 52,000 students in schools throughout the state. This training, together with the distributive education program, has grown in value as Texas' industrialization has progressed.

**ALTHOUGH ENROLLMENT in Texas vocational courses exceeds all states** with the exception of one, the programs should continue to adequately serve our rapidly growing population, as they are geared so as to permit expansion. Vocational education faces a bright future in this growing state.

WE ARE PROUD of the program of vocational education and industrial arts conducted for Texas youth and adults by our public schools and colleges, and are grateful for the salute to the Lone Star State in this issue of the AMERICAN VOCATIONAL JOURNAL.

Vocational education is an integral part—an important part—of the total program of our Texas schools, conducted in partnership with general education, each supplementing but not supplanting the other, and both added together constituting a well-balanced program of education, contributing to the social, civic and occupational preparation of youth for adult responsibilities.

**IN ITS SHARE of this partnership,** I admire the significant principle upon which educational progress in vocational education is based: to adjust and adapt vocational instruction to meet the changing needs of high school students, out-of-school youth and adults as changing conditions affect agriculture, industry, distribution and family living. Keeping vocational instruction directly related to and current with our advancing and changing Texas economy is one of the basic strengths of vocational education, and one of our most constant and challenging tasks.

**HUNDREDS OF LOCAL advisory** committees appointed by superintendents of schools, and State Commissions advising the State Board of Education and the State Department of Education are of invaluable assistance in reorganizing and revising vocational programs in relation to economic and occupational developments in Texas. The State Advisory Committee on Administration of Vocational Education, composed of superintendents of schools, high school principals, local school board members, and vocational teachers is a continuing committee established to assist in the formulation of policies necessary for administering vocational education and providing for its further development.

One of eleven commissions presently studying the total public school curriculum is the Commission on Vocational Education and Industrial Arts. The work of this commission is to give additional study to present programs and to establish advisory guide lines for use in a continuation of the evaluation and revision of programs as may be needed in order that vocational instruction may be directly related to and current with the occupational life and economy in Texas.

Based upon this important principle, vocational education is serving 300,000 Texans at the present time, and will continue to serve in the future as a program capable of adapting to change to meet the needs of our growing population and expanding Texas economy.

*J. W. Edgar*
*Commissioner of Education*

## Vocational Education Serves 300,000 Texans . . .

*M. A. Browning*
*Assistant Commissioner for Vocational Education*

## Almost 4,200 Vocational Teachers . . .

FORTY YEARS AGO only a few vocational teachers were employed by Texas schools as compared to almost 4,200 who are serving young and adult Texans today. The salute to Texas by the AMERICAN VOCATIONAL JOURNAL is a tribute to these teachers, their school administrators, and the citizens of their communities. It is an honor also to teacher trainers, teacher organizations, related groups, and state officials who aid our schools in providing education to achieve occupational competency in agriculture, industry, distribution, and family living for a rapidly increasing Texas population.

**OUR SCHOOLS are striving in a** continuing effort to meet the educational needs of youth and adults for preparation and increased efficiency in the occupational life of an expanding and more industrialized Texas economy. In this effort vocational education can continue to make significant contributions to the welfare and progress of Texas.

*Governor proclaims National FFA Week in Texas*

*Vo-ag teacher visits supervised farming program*

## Growth of Vocational Agriculture in Texas

**FARM AND RANCH production** contribute $2,000,000,000 annually to the income of Texas. It is estimated that processing of these products for ultimate consumption adds an additional two and one-half billion dollars to their value. Thus, agricultural production serves as the basis for four and one-half billion dollars of our Texas economy.

Vocational agriculture has supported agricultural progress and both have grown up together in our state. In 1917-18 twenty-eight vocational agriculture teachers were employed in a like number of schools. This beginning is contrasted with the following scope of the present program:

1,076 Vocational Agriculture Departments
1,159 Vocational Agriculture Teachers
41,951 High School Vocational Agriculture Students
3,292 Young Farmers in Organized Classes
15,853 Adult Farmers in Organized Classes

## Organization of the Program

**THE VOCATIONAL agriculture** staff is composed of sixteen staff members, including thirteen area supervisors. The supervisors' offices are located in designated areas of the state and each supervisor works with an average 90 teachers of vocational agriculture. The majority of their time is used in assisting teachers and superintendents in the improvement of local programs. With the rapid changes being made in scientific agriculture, special emphasis is being placed on in-service education meetings in district, area, and state workshops. Teacher trainers employed by seven teacher-training institutions contribute significantly to the success of in-service education programs. Personnel from the agricultural colleges, commercial companies, and other agricultural agencies provide up-to-date technical information and materials.

Many teachers attend college for credit three weeks each summer or six weeks every other summer. In addition, they attend one week non-credit short courses conducted by colleges and industrial companies in cooperation with TEA.

## The High School Program

**THE INDIVIDUAL student's** supervised farming program, including productive projects, improvement projects and supplementary skills, is the foundation of the in-school vocational agriculture program. Every student is required to have a complete supervised farming program either on his farm or at the school farm. Over 25 per cent of the programs operate school farms in Texas. The diversity of the agricultural program in Texas is evidenced by the 52 different types of productive projects owned by Texas Future Farmers with a labor income of nearly $4,000,000. A summary of the 1957 supervised farming report is given below in this order:

Enterprise, number of students, size and labor income.

Livestock—31,313; 84,852 head; $2,223,529.42.

Crops—8,276; 48,036 acres; $1,164,341.94.

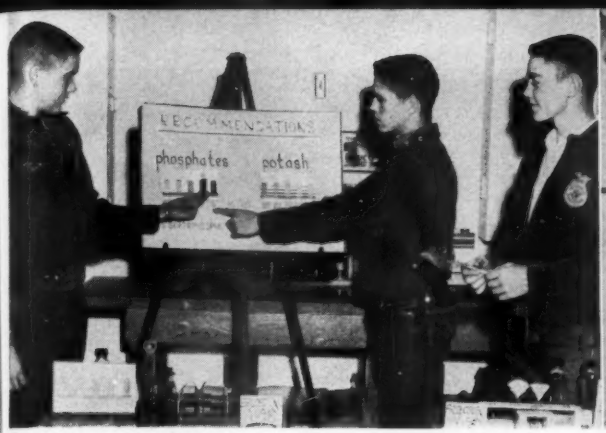
Poultry—7,916; 1,147,976 head; $282,674.02.

Miscellaneous—665 students; $47,646.14 labor income.

Totals show—48,170 students and $3,718,191.52 farm labor income.

*Vo-ag student learns from experience it takes good animals, scientific feeding and management to prosper*

*Vo-ag students study grain sorghums in field*




*Scientific agriculture—*

*Adult farmers have valuable training in vo-ag farm shop*

## Adult and Young Farmer Education

**VOCATIONAL AGRICULTURE** provides scientific training for Texas young farmers who are beginning an agricultural career. Under the leadership of the local teacher of vocational agriculture, Young Farmer Associations are being organized throughout Texas. The primary purpose of the Young Farmers Association of Texas is to keep members informed on measures affecting the welfare of farmers and to improve farm family living.

**VOCATIONAL AGRICULTURE** teachers are familiar figures to thousands of adult farmers and ranchers who have problems in production, management, and marketing. The adult program has received added impetus with the employment of full-time training specialists who conduct adult and young farmer classes. These courses are organized by local teachers of vocational agriculture.

## The Future Farmer and New Farmer

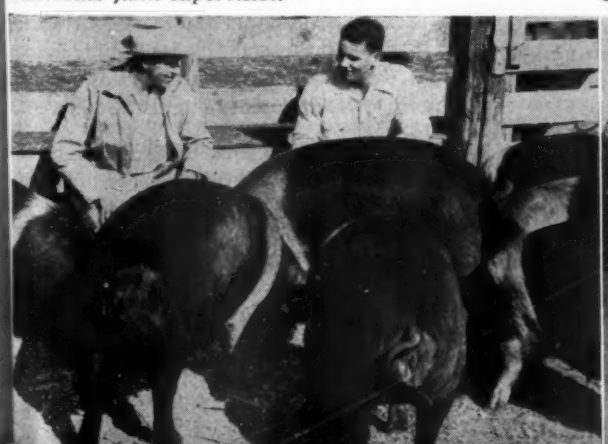
**AS AN INTEGRAL part of the** program of vocational agricultural education in the public schools of Texas, Future Farmers and New Farmers have enjoyed significant progress through participation in many leadership activities. These organizations have served to motivate and vitalize the systematic instructional program offered to students of vocational agriculture.

The 35,000 members of the FFA and the 7,000 members of the NFA are proud of their heritage. The 8,879 members who have received the State Farmer Degree, 592 members who have received the American Farmer Degree, and many high honors bestowed upon NFA members are an indication of the strong programs existing in the state. Texas Future Farmers are appreciative of the many commercial concerns, organizations, and individuals who provide educational awards and scholarships in excess of $100,000 each year. Many of these awards are presented at the annual Texas FFA Convention attended by more than 4,000 people. These young men have the opportunity to develop further their leadership ability through participation in judging contests, leadership contests, livestock shows, and local, district, area, state and national meetings.

**THROUGH THE FFA and NFA** organizations, boys who have the determination, the energy, and the foresight are developing into outstanding farmers, ranchers, leaders and citizens.

*Getting into business with good stock*

*Individual farm supervision—*



*Good farm shop training is a must*

*Student progress is reviewed by coordinator and employer*

*Management institutes are popular*

# Distributive Education in an Expanding Economy

**DISTRIBUTIVE EDUCATION** in Texas is facing the challenge of serving the ever-increasing number of citizens who make their living in the distributive occupations. Even though expansion has been rapid during the last decade, a study of occupational trends indicates that the Texas distributive education program must double in size, at least, during the next ten years if it is to continue to serve the rapidly increasing number of people employed in distributive enterprises in the state.

Coupled with the challenge of serving the needs of more people, distributive education is also facing the necessity of keeping abreast of rapidly changing operational procedures within the distributive occupations as well as with scientific and technical developments in the manufacture of consumer goods.

**FROM A BEGINNING** of six high school programs opened in 1938, the program in Texas has developed into the nation's largest. Eight more high schools added distributive education this year with an approximate enrollment of 5,000 students in 140 programs. All of these are two-year programs geared to prepare students for full-time careers in the distributive occupations. In addition to receiving on-the-job training and experience in distributive establishments offering abundant learning opportunities and full-time employment after graduation from school, students receive classroom instruction directly and specifically related to the types of distribution and marketing in which they receive their on-the-job training.

The rapid development of residential areas around new industrial centers, accelerated growth and expansion of our distribution system, new high school construction, and the population growth throughout the state indicate that a significant expansion of the high school distributive education program lies ahead in Texas. The fact that distribution employs more Texans than any other occupation and is one of the fastest growing occupational areas in the state indicates the many opportunities for the graduates of these new programs.

**PRE-SERVICE and in-service teacher** training for the high school coordinators consists of an annual summer workshop which is held early in August. This is supplemented by teacher-training meetings in each area and by periodic consultative assistance from the four area supervisors.

**THE TEXAS ASSOCIATION** of the Distributive Education Clubs of America plays an important role in the high school programs. The annual State Distributive Education Club Conference each February provides a complete program of leadership training and professional contests for student delegates. This year a Texas student, Bob McCoy of Fort Worth, was named the nation's *Distributive Education Student of the Year* at the National Conference.

**THE TEXAS ADULT distributive** education program, the second largest in the nation, is composed of three types of programs:

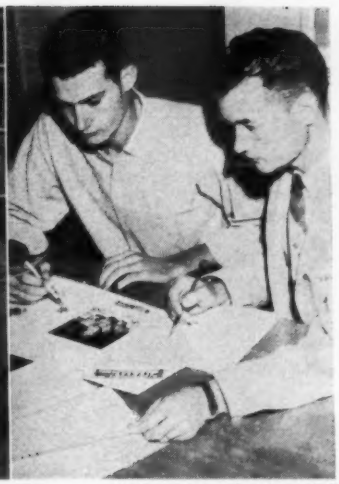
1. In cities not served by local adult programs, training needs are served by a staff of nine specialists on the extension staff of the University of Texas. A significant development in the work of this staff has been the increase in number of management training classes. During the year ending June 30, 1958, a total of 8,160 business people in 130 cities were enrolled in classes taught by this staff.

This extension staff is served by the teacher trainer and research and subject matter specialist whose responsibility is, in part, to insure that training materials and course outlines are kept up to date and specifically related to training needs of enrollees. Old courses are revised and new ones developed as the needs arise.

Extension courses are co-sponsored by local public schools and a close working relationship between itinerant instructors and local coordinators has been established, resulting in more and better training services for local people employed in distribution.

A significant development during the past two years has been the scheduling of more and more adult classes for the thousands of business people who reside in communities of 2,000 population and less, with special attention being given to the particular

*Eight coordinators serve the city of Houston*



*Career training must begin with individualized instruction*

training needs of small businesses in small communities.

2. The number of groups who look to distributive education for management training institutes increases each year. Ten such institutes will be organized by the Distributive Education Department of the University of Texas this year. Courses for such institutes are planned in accordance with the specific needs of personnel employed in managerial and supervisory positions. .

3. Twelve cities in Texas have local supervisors of adult distributive education who organize classes to serve the needs of local people. In seven of these localities there are, also, full-time instructors in food sanitation and service. During the year ending June 30, 1958, 27,593 adults were training in classes organized in these communities.

Because of the continuing rapid growth of many population centers in Texas, several schools in these communities are surveying the needs for adult distributive education programs and are planning to initiate such programs in order to meet the needs of an increasing number of people employed in the expanding distribution fields in their communities.

**AS INDUSTRY expands and grows** in Texas and the population of our state increases, the field of distribution expands and grows also. Distributive education is growing up with the people in distribution it serves, dedicated to developing and improving our distributive system and the economy of Texas.

*Nation's "DE Student of the Year"—Fort Worth's Bob McCoy with coordinator Merle Campbell and training sponsor Mrs. Pyle*

*High school class at Baytown learns sources of merchandise information*

*Parents, teacher and youth plan, develop and evaluate experiences*

*Developing judgment; managing family finances wisely*

# Through Homemaking Education –

*Projects of Future and New Homemakers of America are related to home and family living in Texas*

**THE HOMEMAKING education program in Texas is that part of the total** school program designed to prepare youth and adults for the occupation of making a home. It prepares individuals to think creatively and scientifically in solving personal and home living problems, and provides opportunity to gain basic knowledge and skills necessary to assume the responsibilities of homemaking.

Learning experiences are provided in all areas of homemaking, including housing, home management, money management, clothing and textiles, foods and nutrition, child development and guidance, home care of the sick, home improvement and beautification, and the selection and care of equipment.

Instruction in homemaking prepares youth to solve home and family problems today as well as in the future, whether or not they plan to go to college. For those going to college, this training provides a firm base for majoring in home economics and preparing for careers in fields requiring trained home economists.

Texas schools may develop three and four year homemaking programs according to the home and family life needs and the maturity level of individuals the program serves. Offerings during the four years of high school are Homemaking I, II, II, IV, and a Home and Family Living course designed for junior and senior students who have had little or no previous instruction in homemaking.

**THE HOMEMAKING DEPARTMENT and the homes of students are the** two laboratories where instruction in homemaking takes place. Each student has a six-week supervised home experience program during each semester of enrollment in homemaking classes. Through Future or New Homemakers of America, organizations of youth enrolled in homemaking, students have further opportunities to develop leadership qualities and ability in solving problems related to home and family living.

Through individual and group conferences, the teacher assists youth and adult family members in solving personal and home living problems, and in the selection of challenging class and home experiences. By visiting homes the teacher gains information about families basic to program planning; interprets the program; and supervises home experiences.

The summer phase of homemaking education is carried out in schools where teachers are employed ten or twelve months. During this extended period, the teacher has additional opportunity to visit homes, supervise home experiences, develop group and community activities, and to work with Future and New Homemakers of America, and with adults.

*Learning how children grow and develop; understanding self—*

*Learning new methods and techniques; managing time wisely—*

Homemaking teachers in the high schools work with adults as well as with youth. In some communities, where a study of home and family life suggests the need, one or more teachers may be employed to work only with adults. The program is designed to assist young adults in establishing their homes and to give further training to established homemakers.

*Maintaining health and caring for the sick in the home is useful training*

## Creative, Scientific Problem Solving

**INSTRUCTION IS provided in all areas of home and family living through** organized groups, individual conferences and in homes. The program may include Young Homemakers Groups composed of high school graduates or former Future or New Homemakers; young parents whose children will enter school the following year; parents of youth enrolled in homemaking classes; youth who have dropped out of school. Teachers also work with organizations and agencies in educational programs directly related to home and family living.

**THROUGH IN-SERVICE education workshops, the staff of the State Depart-** ment of Education guides teachers in the development of curriculum materials to meet the changing conditions of home and family living. Teachers are encouraged to make studies and use the findings of research in curriculum development. The staff also conducts state, area and district workshops for Future and New Homemakers of America to provide leadership training and coordination of activities.

To make pre-service and in-service education effective and continuous, the staff works closely with colleges and universities preparing vocational teachers. Members of both staffs share in field experiences, in developing instructional materials, carrying on experimental programs, planning and leading in-service conferences, and strengthening phases of the homemaking education program.

*Adults extend knowledge through many group and home experiences*

**IN TEXAS IN 1957-58**

| | |
|---|---|
| 1,161 | Schools offering homemaking |
| 1,535 | Homemaking teachers working with youth and adults |
| 83 | Teachers working with adults only |
| 85,426 | Youth enrolled in homemaking |
| 56,495 | Adults enrolled |
| 53,285 | Future Homemakers of America |
| 7,624 | New Homemakers of America |

*High school commercial cooking class*

*Radio and TV servicing, one of 26 differen types of preparatory training in high school*

# Progress—Through Trade

*Annual state meeting of vocational industrial clubs attracts many boys*

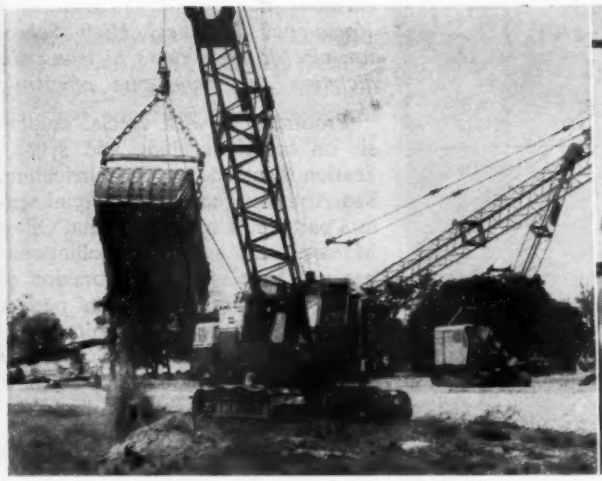
*Industrial Cooperative Training student earns while he learns*

**THE ECONOMY of Texas has been moving toward an industrial classifica**tion for the past half century. The period since 1940 has shown the mos rapid growth and change. Industrialization is continuing to increase in tech nological complexity. In order to provide adequate programs of training t meet changing needs, continuous studies are being made of the curriculum and facilities in relation to the technical needs of youth in preparation to ente industrial employment and the needs of adult industrial workers. Trade an industrial education is serving both youth and adults from the time they selec their vocational objective throughout the span of their industrial employmen

**THE MOST SIGNIFICANT development in trade and industrial educati**within the last year was an increase of some 4,000 in enrollment. The tot enrollment was approximately 52,000, the highest ever recorded in the stat From all indications, the enrollment for 1958-59 will be even larger. Th most significant increases were in the fields of radio and television, electronic instrumentation, air conditioning and refrigeration. There was a marke increase in Type "C" preparatory training in a variety of occupations in th aircraft production and maintenance industry. A major portion of trad extension training in Texas is carried on by 54 itinerant instructors in t different programs operated through the extension services of The Universi of Texas and Texas Agricultural and Mechanical College. During 1957-5 itinerant instructors served some 21,000 persons residing in over 200 Tex communities.

Preparatory training in the commercial fisheries was started during 1957-5 and the program will be expanded during 1958-59. Preparatory training f operators of heavy construction equipment is now being provided on th campus of Texas Agricultural and Mechanical College by the Engineeri Extension Service.

**THE INDUSTRIALIZATION of Texas has not been limited to the metr**politan areas. Many former rural communities now have one or more indu trial plants operating in or near the school district boundaries. In such com munities, a large percentage of the residents are employed in these plan and an even larger percentage of high school graduates enter employment



*Heavy equipment operators school includes instruction on power crane and shovel*

*Training to be a licensed practical nurse*

# and Industrial Education

nearby industries. Extending much-needed trade preparatory training to communities of this type is the major problem of trade and industrial education in Texas.

**TRADE PREPARATORY classes provide high school and junior college students** with both practical and technical training in the basic skills of some 25 different trades. There are approximately 10,000 students enrolled in 100 high schools and junior colleges.

**INDUSTRIAL COOPERATIVE training classes are providing classroom and** on-the-job training opportunities for approximately 1500 students enrolled in 43 high schools this year.

**RELATED INSTRUCTION to supplement on-the-job training is provided for** 4800 registered apprentices employed in 23 different trades in Texas.

**EXTENSION CLASSES provide the adult worker in skilled trades with the** opportunity to develop new skills, to adapt old skills to new job requirements, and to prepare for more responsible jobs and promotions. Classes are conducted in more than 50 centers with a total enrollment expected to exceed 33,000 for 1958-59 school year.

**THE PRACTICAL NURSE training program, under the supervision of the** State Supervisor of Practical Nurse Training, has shown steady growth. More than 50 instructors are teaching in 28 programs or schools throughout the state. The total enrollment will exceed 2000.

**INDUSTRIAL EDUCATION is not generally available in isolated centers** and small communities. Itinerant instructors operating through The University of Texas and Texas Agricultural and Mechanical College conduct classes in a variety of occupations including petroleum production and refining, automotive trades, dry cleaning and pressing, firemen training, industrial police and guard training, municipal water and sewage plant operation, rural electric linemen, building custodian training and supervisory training.

**APPROXIMATELY 3000 students, enrolled in high school Day Trade and** Industrial Cooperative Training classes, are participating in leadership training provided by the Vocational Industrial Clubs of Texas.

*Adults go to school, too*

*Apprentices training to be journeymen tomorrow*

*Business education majors at Houston Vocational Technical High School use electric typewriters to transcribe dictation by dictaphone efficiently*

# Business Education in Technical High Schools

**LIKE OTHER business education** departments in technical high schools over the nation, those in Texas strive to turn out graduates proficient in such skills as stenography, office machines, and clerical work. However, a survey of four of the schools—those in Houston, San Antonio, Fort Worth, and El Paso—shows that in each school an "extra" professional touch is added. This comes from instructors who have spent many years in business and who since entering the teaching profession return during the summer. They return to employment knowing full well that by so doing, they can best bring back to the classrooms the changing demands of a highly geared commercial world.

In addition to the usual typing, shorthand, bookkeeping trio, the schools branch into more technical subjects. For example, extensive training in bookkeeping machines is offered, a course which covers all the operations of the comptometer and Burroughs calculators with sufficient drill to develop speed and accuracy. This is followed by a course in posting on bookkeeping machines of accounts receivable, accounts payable, and banking sets. Stress is put on drill in ten-key adding and on practice on such machines as the Burroughs Sensimatic 100 and the late model bank posting machines since the demand for operators justifies such concentration. Banks, oil, insurance, and other companies compete for graduates of these courses.

Bookkeeping courses include learning to manipulate calculators, full keyboard and ten-key adding machines, duplicating machines, typewriter computers, addressograph and graphotypes, bookkeeping machines, bank posting machines, and IBM billing machines. Practice is required all year since a certain speed is required by those hiring the graduates. Besides the basic processes, varied operations are taught that are required.

**THE SCHOOLS KEEP in constant** contact with local personnel managers and supervisors so that emphasis of the courses taught may be changed according to actual working situations.



*Future bank employees—Instructor's view of business education majors practicing on bookkeeping machines at Houston Voc'l-Technical High*

Proofreading with special emphasis on correct spelling and syllabification is included in the curriculum. San Antonio Tech's commercial seniors participate in the National Office Management Association spelling contest and have won the distinction of having the highest number of perfect spelling papers in San Antonio.

Each school stresses the necessity of accurate records, concise business letters, accuracy in typing on electric typewriters, skills in cutting stencils, using mimeograph machines and mimeoscope, preparing masters and using the direct process duplicators and dictaphone machines.

**BUSINESS MANAGEMENT introduces** many topics not covered in other specific business courses and ties together much of the subject matter found in other separate courses. It helps the student get a practical working understanding of business organization, business procedures, and business management.

This course specifically is designed to help three types of individuals: those who will work in business, those who may have an opportunity to manage a business, and those who may eventually open their own business. It is here that the student gets the viewpoint of executive to employee rather than the usual employee-executive relationship.

Consumer education and retail selling are among other courses offered in some schools.

**IT GOES WITHOUT saying that in** all business courses these points are emphasized: verbal and written communication by correct English; vocal communication by well-modulated voices speaking with clear diction. In addition, good grooming, proper dress, business and social etiquette add richness to the courses.

The eagerness with which business and industry hire graduates of these business education programs attests to their success. Owners of small businesses (majority of the employers) gratefully acknowledge that skills and techniques mastered in technical schools eliminate the necessity for in-service training. Other personnel managers add that the period of adjustment for a Tech graduate is reduced to a minimum.

*"Live wire" secretary-treasurer of the Texas Industrial Arts Association, John Ballard, right, discusses features of the Association* BULLETIN *with associate members Pat Knight and Orville Helmle at annual meeting*

# Professional Activities – Improve Industrial Arts

**REAL DIVIDENDS** in improved instruction and better understanding are resulting from an increase in professional activities of Texas industrial arts teachers.

Spearheading the state-wide effort is the Texas Industrial Arts Association and its twelve affiliated regional associations. Not yet four years old, the state association holds its convention concurrently with the annual Industrial Teacher Conference sponsored by the Agricultural and Mechanical College of Texas. Each of the twelve regional associations, located geographically to serve all Texas teachers, holds from four to six meetings yearly.

Conceived in 1955 by leaders of nine unaffiliated regional groups, the state association has grown in stature and purpose. It is dedicated to improving instruction in schools and colleges and to coordinating professional activities throughout the state. Membership has steadily climbed closer to the mark of 500 set as a goal for 1958-59.

Close organizational ties exist between state and regional associations. The board of directors is composed of state officers and regional representatives and meets twice a year for planning and sharing ideas.

**THE TEXAS** Industrial Arts Association is taking an active role in the current study of curriculum in Texas public schools, authorized by the State Board of Education. Eleven study commissions are at work reexamining all subject areas and educational guidance. Terrell Newberry, president of the Texas Industrial Arts Association is one of five commission members studying industrial arts.

During the spring of 1959, six workshops, sponsored by regional associations, will discuss problems of concern to the Commission. Workshop participants will make suggestions and recommendations to be communicated by the state association to the Commission. When the Commission completes its study in June, 1959, the state and regional associations will assist in implementing the recommendations.

**ONE THOUSAND** teachers in 641 Texas schools teach industrial arts. Superintendents reported in October that 61,228 students, 15.3 per cent of the total high school population, are enrolled in industrial arts courses. In addition, 32,889 students are taking industrial arts in grades seven and eight, 16.1 per cent of the population in these grades. Superintendents estimate that an additional 12,932 students will take short seventh or eighth grade courses before the end of the current school year.

With inspired leadership through professional organizations, these public school programs in industrial arts will increase and become stronger. Texas—rapidly developing as an industrial state—will profit.

*Rogers Barton, left, discusses Association plans with former president Frank Mooney, center, Henry Horton and Terrell Newberry, current head*

# Placement for Farm Experience *develops skilled laborers*

**By Hugh J. Ripper**

IN CONNECTICUT, many towns which were farming communities 15 or 20 years ago, are rapidly becoming suburban centers which serve as "bedroom" towns for nearby industrial centers. The departments of vocational agriculture which serve these towns have an increasing enrollment of boys who do not live on farms. Therefore, it becomes somewhat of a problem for these boys to gain farm experience.

The interest in agriculture of some of these boys ranks as high as that of some farm boys. It is considerably higher than those who work at home and have no financial interest in the farming business. This interest is evidenced not only by their attitude in the classroom but also by the fact that many have to travel considerable distance to the farms on which they are employed. In fact, some board and room on the farms on which they work.

**THE FARMING experiences gained** by these boys are often more varied than those boys who live on farms, and the boys become versatile in the performance of the many different tasks put before them. Thus, they receive valuable training which they will need to fill the jobs open to skilled farm workers.

This is especially important since Connecticut's farms are becoming fewer and larger, as they are elsewhere in the country, and establishment in farming as an operator is becoming increasingly difficult. This is due to the large amount of capital necessary to purchase and operate a modern farm and the scarcity of farms of sufficient size to support and facilitate the use of farm machinery.

We, as teachers should bear these facts in mind, and although we train all our boys in leadership and encourage establishment in farming, we should not expect to graduate a class each year composed of all chiefs and no Indians. We should make an effort to prepare some of our boys for skilled farm labor or for jobs in nonfarm agricultural occupations.

**OUR LEADERS in agricultural education** recognize the conditions imposed by our changing agriculture, and this year in Connecticut a state-initiated award will be received by the most outstanding boy who gains his farming experience from placement work. This is the answer to those boys who were "orphans," when the awards were passed out, simply because they became experienced in agriculture by working for farmers.

Successful farm experience depends on several factors. Much must be done by teachers of agriculture in the supervision of these boys to help both the employer and the employee make the most of the training situation.

The employer should be interested in assisting a boy in his education.

The teacher should make an increased effort to correlate classroom work with the work being done on the farms, as he does with the boys who have farm enterprises which they own. Thus, these boys who are farm employees have their interest stimulated so that they become effective workers.

**THE IMPROVED program of training** of boys on "placement farms" should provide Connecticut's agriculture with some highly skilled workers. This will help to solve the present farm labor problem and the persons will be better qualified to operate farms on their own when opportunities arise.

*Mr. Ripper is a Teacher of Vocational Agriculture, Woodbury, Connecticut.*

## Quotable Quotes

**"Indiana's manpower resources in all** age groups and of both sexes should be better developed at all levels of employment from top to bottom. Increases in preparatory vocational-technical training for post-high-school youth and in-service extension training and retraining for employed adults are needed.

"Communities are competing to attract new industries. When surveys reveal the fact that vocational and technical training facilities are inadequate, industry passes up a location just as quickly as it does when water or electricity are in short supply. More of the resourceful people in our communities who have the necessary vision and leadership ability for planning, directing and teaching must be discovered and put to the task of upgrading the available manpower.

"Students in larger city schools now frequently have more vocational offerings than students in the smaller rural schools, but both groups need a greater variety of vocational courses. Moreover, the individual differences in interest, capacity and special abilities which today's students exhibit are cited as supporting evidence for an expansion of these programs in all schools.

"A search for the practical and economical solution to Indiana's problem directs attention to plans for geographical service areas to serve post-high school and adult vocational-technical training needs. The plan would call for service areas large enough to provide enrollment for a varied curricular offering under the most efficient and economical operating conditions. Twenty service areas are proposed for Indiana in a plan to be presented to the 1959 Legislature by the Vocational Department of the Indiana State Department of Education. Each service area would have a radius of approximately 25 miles, altered by study of each area in regard to training needs, population density, enrollment potential, transportation facilities and other reasonable factors."—DR. EDGAR STAHL, Director, Educational Division, Howard W. Sams and Co. in *Community Teamwork*. Purdue University-Indiana University. November, 1958.

**"For the most part the American public** is more convinced of the value of practical training than of the value of what is generally known as liberal education. . . . A national poll conducted by Elmo Roper and Associates, the results of which were released to the press on February 2, 1958, included a question that related to public approval or disapproval of our present curriculum emphasis. The question was whether or not 'our schools are putting too much emphasis on job training and not enough on broader subjects like English, history, and social studies.' Of the total polled, 39 percent favored increased emphasis on job-training subjects and technical skills, and 29 percent favored an increased emphasis on the broad, general areas."—Excerpts from *Public Opinion Polls on American Education*. National Education Association, Research Division. May, 1958.

# *SKILLS*

# are not enough!

By Richard E. Morley

VOCATIONAL AND TECHNICAL educators would do well to bring into focus and perspective the multidimensional training of both hands and minds as they gear instruction to the technological needs of industry, business, and governmental agencies at the high school and post-high school level.

Skills are not enough — there should be significant emphases placed on training in creative thinking, creative problem-solving and human relations. Today's student needs to be trained to use his mind with which to think, to reason, to dream, to create, and to achieve at whatever task he undertakes. The skills can be taught, as has been evidenced, but the application factors of creative thinking, creative problem-solving and human relations should be added.

**MAN'S MIND is the part of the** human framework that is capable of reaching far back into the distant past for ideas that have been previously discarded—and then bringing them forward into new and daring conceptions. Psychology teaches that one of the purposes of the mind and its mysterious concepts, is to draw order from chaos—the simple from the complex.

Vocational and technical students are in an enviable position with the facilities available to them to be trained to use their minds in the creation of new scientific and technological developments that may reach back into the distant past or project into the distant future of outer space.

America, as the technological workshop of the world, found early that the key to progress was the multidimensional use of its peoples' hands and minds. Through the teamwork of man, machine and mind, America has been able to perfect this world of machines and devices, so this nation might be strong, learned, and free.

For some 6,000 years men endeavored to industrialize the world —and then suddenly about 200 years ago—a magic lamp was stroked here in America, and now throughout the world men enjoy machines and conveniences that had been dreamed of for centuries. America's present industrial and military status has resulted in the multidimensional use of curious and exploring minds, and hands that were able to create, build, mold and operate intricate machines and instruments.

**AMERICA IS TRULY an industrial** giant—conceived by men's minds, and built by men's hands. Machines can be credited for a part of America's rapid rise to a world power, but machines are a product of man, and into the making of a machine goes brain-power, skills, creative thinking, sweat, heartache, human relations, love, cooperation, creative problem-solving, loyalty, money, and time.


**JOURNAL READERS!**

Watch for our special industry number in April!

Leaders in many fields are preparing A-1 features, just for you!

*Coming soon!*


Machines and their very existence are dependent upon the teamwork of men and women who contribute their part in the industrial pattern.

Skill, indeed, is not enough. Time in the classroom must be weighted to include additional training in the areas of creative thinking, creative problem-solving and human relations. The youth of today needs to learn these techniques before they leave school and before they are employed —not after they already have a job. To obtain adequate preparation to cope with these techniques and apply them, students should be counseled into programs that maintain a good balance of general education and vocational or technical skill.

The nation's employment pattern now calls for more and more youth trained with the ability to apply the principles and laws of mathematics, science, communication and skills.

**WHERE CAN THE techniques of** creative thinking, creative problem-solving and human relations be more effectively taught than in the vocational shop or technical laboratory? The vocational or technical instructor is in the most advantageous position to teach these all-important techniques as they relate to the vocational or technical major and other courses in the curriculum. Here they can test, apply and experiment in all areas.

In the vocational shop or technical laboratory the instructor has a splendid opportunity to teach the prospective craftsman or technician how to interpret other people's actions, attitudes and words directed toward an individual. Also, students can learn the techniques of how to control their own actions, attitudes and words spoken to others, and thus learn to control at least fifty per cent of the conflict that often exists where men must work together.

**WHAT DOES THIS mean to vocational** and technical education?

It means that vocational and technical educators are faced with new problems, new responsibilities, and new demands brought on by the impact of world-wide technological changes and developments—and they must be taught by those who are nearest to the problem—vocational and technical educators.


*Dr. Morley is Technical Dean, Pensacola Junior College, Pensacola, Fla.*

*High standards of accuracy and workmanship are essential in modern industrial arts laboratories*

## *Let's narrow the gap between*

# Theory and practice

By B. C. Tinnell

AN EDUCATIONAL AUTHORITY has stated that in the United States a gap of at least 50 years exists between the acceptance of an educational theory and the general use of this theory in public schools.

Could he have been speaking directly of industrial arts education? Is he speaking indirectly of you? I challenge you to take stock of your own teaching methods.

Are you putting into practice the modern educational theory of teaching with which you are familiar?

As teachers, we are aware that this gap exists. Many of us fail to apply in our daily teaching those modern educational theories with which we are familiar. This represents the gap of which we are now speaking. This gap must be narrowed! We must not turn our backs on the fact that it exists; something must be done about it.

To attack this problem we must bring it out in the open. Evidence that the gap exists can be found in the following examples of practices by industrial arts teachers.

- Student planning and assignment sheets have been accepted as a teaching device but are not used by many teachers.
- Many teachers make no organized or planned effort to attain specific, generally accepted objectives.
- An activity analysis of the hand and machine tool operations and the informational topics is not made by many industrial arts teachers. Project making proceeds in an unplanned manner.
- Many industrial arts teachers do the thinking and the planning for their students. The students merely follow directions.

**THIS GAP must be narrowed!** The industrial arts teacher must strive constantly to improve his teaching by narrowing the gap existing between theory and actual practice. Why does this condition exist? Could it be due to:

Scarcity of enthusiastic, dedicated teachers who have a genuine desire to "get the job done"?

Lack of supervisory personnel to assist industrial arts teachers?

Insufficient funds to do the job as it should be done?

Industrial arts teachers supplementing their salaries by participation in jobs after school hours?

Lack of an effective follow-up program to aid the new teachers?

Lack of local industrial arts teacher organizations which could promote self-improvement?

Failure of college industrial arts departments to strive constantly to improve their programs?

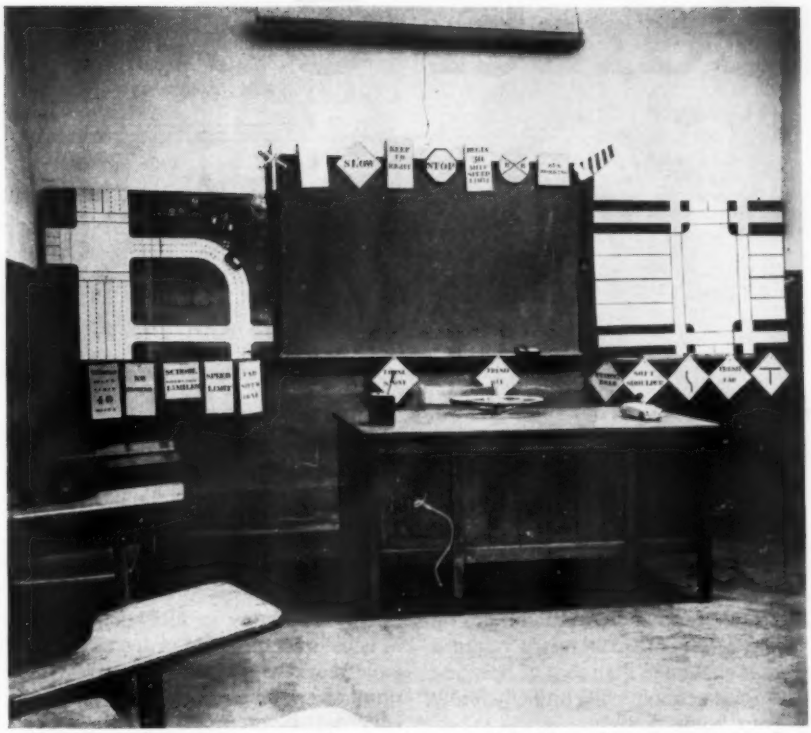
Older teachers who have not engaged in formal study in many years and have failed to keep up with the times?

Loss of many of the more aggressive teachers because of inadequate salaries?

**WHAT HAS BEEN said thus far** sounds pessimistic. Is there not a bright side to the picture? Of course there is. Many promising practices exist.

Dr. Benjamin C. Tinnell is Professor, Industrial Arts Education, East Tennessee State College, Johnson City, Tenn.

**There are eight different types of teaching aids in this photo. Can you find them?**



*A variety of teaching aids help to attract and hold student interest in class*

For instance, planned meetings for in-service industrial arts teachers are being held for the direct purpose of upgrading industrial arts education.

Many industrial arts supervisors are providing self improvement experiences for industrial arts teachers.

Many school systems are now offering salaries which attract capable industrial arts teachers.

Facilities for teaching industrial arts are being expanded and improved.

Teacher institutes, on a statewide level, are being used to assist beginning industrial arts teachers with their problems.

Many industrial arts teachers are obtaining advanced degrees to better prepare themselves.

New texts dealing with the methods of teaching industrial arts education are being published—and used.

**YES, THE GAP still exists, and always will to an extent.** It is up to you—the industrial arts teacher—to see, however, that the gap narrows.

Make a concentrated effort to keep abreast of the times, and strive continuously to improve your teaching efforts. Do not hesitate to try something new and different! Be bold in your approach to your task of providing genuine learning experiences for your students. The results will be most rewarding to you, to your students and to the industrial arts teaching profession.

It is up to you to narrow the gap existing between theory and actual practice in industrial arts education.

Local, state, and national industrial arts teacher organizations are going all out to improve the teaching of industrial arts education.

Student teaching experiences for prospective industrial arts teachers are being obtained in off-campus schools where more realistic teaching situations exist.

*Many situations exist in laboratory work for wholesome group activities*

# Career Opportunities

## in the retail food industry

By Charles Pappas and Dr. W. Fred Totten

THE MANUFACTURE, PROCESSING and distribution of food is the largest business in the nation today. The food industry serves 165 million Americans who spend more than 35 million dollars shopping in more than 500,000 retail food stores every day. There are between 2,500 and 5,000 food and non-food items on display.[1] No other industry offers a greater challenge than that of bringing your food economically and efficiently to your home daily.

The future in food retailing is unlimited. The sales volume grows directly in proportion to population. The predicted growth in our population assures good business in food retailing in the future. Every business day of the week there are over 4,002,000 people out of a labor force of 63,990,000 (1956) in this country that seek a livelihood in the vocation of selling. Out of the 4,002,000 people employed in the retailing field, nearly half are in the food industry.[2]

Largely because of the gradual increase in population, grocery dollar sales have increased 42 per cent since 1948, almost matching the 44 per cent in disposable income of customers.[3] In order to keep pace with this trend, there will be a big demand in the retail food industry in the near future, as is being proved now by the rapid growth of sales and new stores being built throughout the country.

In the supermarket field nationally, the year 1957 added 1819 new stores. These stores averaged 16,450 square feet in size. The average size of a supermarket is 12,180 square feet. Years ago the average store in the retail industry was 30 feet wide and 60 feet deep. Some of today's stores cover as much as 50,000 square feet. The business trend both nationally and locally is towards bigger and bigger markets.[4]

Average grocery dollars spent per American family in 1957 was $837. It is estimated that in order to keep a supermarket in business, it would require the expenditures of all the grocery dollars of 1,600 families. Our country has a high standard of living. In fact we eat better than any other nation in the world. This is because new advances have helped lower the cost of food distribution.[5]

**SELF-SERVICE grocery stores today** handle not only groceries and meats, but a large variety of patent medicine, cosmetics, gifts, housewares, toys, garden supplies.

With this diversity and type of modernization it can readily be seen why there is great opportunity and demand for young people, both for employment and eventual ownership. This field needs competent young people who want to enter this type of business and make it a career.

The writers believe that students in training are generally not made aware of the size and extent of the retail food industry nor of the opportunities for training and employment in this important field.

A survey of the situation in Flint, Michigan, was agreed upon, and plans were made to publish results in a brochure that would help students in training learn of the many opportunities in the food retailing business.

**THE QUESTIONNAIRE** was distributed to over 300 stores in the city. While it had been carefully worked out with representative merchants, many store managers and owners were reluctant to complete and return it. Much follow-up and personal contact was required in order to get a satisfactory return.

It is interesting to note that the number of full-time employees reported is only about 100 more than the number of part-time employees. This indicates a very good outlet for students who are engaged in the cooperative programs in the high schools and colleges.

Merchants indicated that during normal times they have considerable difficulty in obtaining both full-time and part-time employees.

In the retail food business there is excellent opportunity for training on-the-job. Some merchants reported that, except for the utility level, all employees are engaged in on-the-job training programs. Some of the larger chain store companies have their cashiers trained through the home office. Others have outside training programs for some of their key people in supervisory positions.

With respect to beginning employees, plans vary greatly among stores. Types of jobs and classifications differ from one store to another. In the smaller stores head clerks may be heads of their departments. The manager may also serve as assistant manager and head of all the departments.

Mr. Pappas is Coordinator of Distributive Education, Flint Public Schools, Flint, Mich.

Dr Totten is Director of Graduate Study, Mott Foundation Program and Eastern Michigan College.

[1] Michigan State University, *Your Future in Food Distribution* (undated) p. 1.

[2] John Berry, *Inside Battle Creek* (Battle Creek Schools) (undated) p. 1.

[3] *National Asso. of Retail Grocers of the U. S. Food Retailing Career Opportunities* (undated), p. 4.

[4] Supermarket Merchandising, Vol. 23, No. 4, *The True Look at the Supermarket*, Supermarket Publishing Co., April 1958, p. 100.

[5] Ibid, p. 100.

*The store manager observes two trainees on the cash register as public relations emanates from this operation*

**ACCORDING TO the survey the** steps of progress to various job classifications takes the following course in general: from carry-out boy to stock boy to stock clerk to produce clerk to checker to wrapper to apprentice to meat cutter.

The survey further points out that those in the preceding classification who show progress on their jobs have an opportunity to advance to head clerk to assistant department manager to assistant head checker to head checker.

From these positions stores offer opportunities for outstanding persons to become department managers, assistant store managers, and store managers.

From the positions above a person may become a supervisor of a particular department for several stores, a general supervisor for a group of stores, or a store owner.

The reader may be interested in the types of duties involved in each job classification listed above. A brief report from the survey gives the following account:

**A carry-out boy** bags merchandise and carries it out for the customers. He also gives a hand on the clean-up detail.

**The stock boy** assists in bundling merchandise, marking prices, building displays, maintaining stock appearance, and at times assists with bagging, carrying out, and in maintaining cleanliness of the store.

**A stock clerk** receives merchandise, mans the stock room and maintains a running inventory of supplies on hand, and checks shipments for a full account of merchandise when received.

**The produce clerk** receives merchandise, prepares produce, packages produce, and handles overnight care of produce.

**Checkers** greet and check out customers, prepare check-out area displays and bag merchandise.

**Wrappers** tray and wrap meat.

**An apprentice** may cut a variety of meats, wrap meat cuts, and merchandise certain lines of meat products.

**A meat cutter** understands and uses cutting methods for steaks, roasts, chops, etc.

In the next job classification we have:

**The head clerk** who may serve in a small department or act as an assistant manager in a larger department.

**The assistant department manager** is an understudy to the department manager and is in charge of the department when the manager is absent. He also fills displays, prices, and maintains stock.

**An assistant head checker** is in charge in the absence of the head checker. He greets customers, checks out customers, prepares check-out displays, and supervises checkers and carry-out boys.

In the next grouping we find:

**The department manager** is in charge of ordering, receiving, merchandising, and promotion displays. He also does planning for and supervision of a department which includes the work of the assistant manager, the general clerks and stock room clerks.

**The assistant store manager** is the manager's understudy. He shares specific assignments in the areas of managerial activity. He has specific responsibilities in management and is in charge of the store when the manager is absent.

## The Questionnaire

1. How many full-time people do you employ? .....
2. How many part-time people do you employ? .....
3. Do you have a problem obtaining qualified help? .....
4. Do you have a training program for your employees? Describe briefly. .....

.....

5. What are the usual steps of advancement for beginning employees? .....

.....

| 6. Types of Starting Jobs | What Do You Pay Starting Employees? Full-Time | Part-Time |
|---|---|---|
| ..... | ..... | ..... |
| ..... | ..... | ..... |

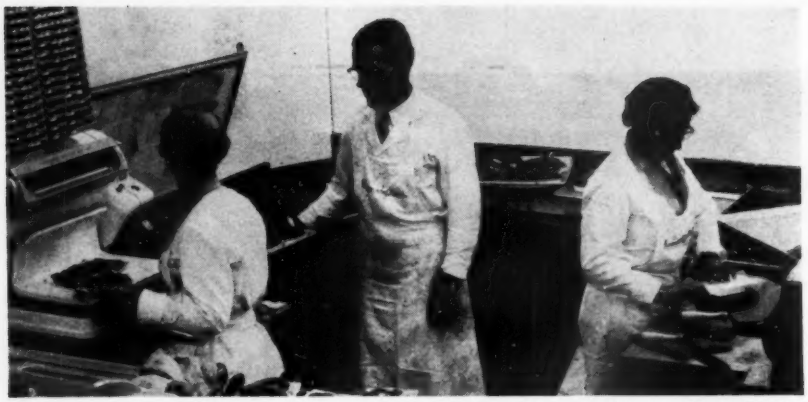
| 7. Supervisory Positions | Number | Average Salary |
|---|---|---|
| ..... | ..... | ..... |
| ..... | ..... | ..... |

8. What fringe benefits do you have for full-time employees? .....

.....

9. Would a city-wide training program in cooperation with the public schools be of assistance to the grocery business? .....

*Note:* We would appreciate additional comments. They may be listed on the back of this questionnaire.



*The supervisor of the meat department observes the weighing and packaging of meats. There are many women in the food industry.*

**The store manager** coordinates the entire operation of the store and directly supervises department heads, the bookkeeper, and the assistant manager. He has charge of advertising store promotion, and customer relations. Also, he secures personnel and is responsible for their training. In general, the store manager sees to it that the whole enterprise is a profitable operation.

Merchants who completed the questionnaire were very generous in giving information about wages and salaries for various jobs.

Part-time carry-out boys and stock boys make from 75 cents to $1.25 per hour. The hourly rate for full-time employees in these categories is from $1.00 to $1.56. Stock clerks make from 75 cents to $1.75 per hour on a part-time basis and from $1.00 to $1.75 per hour on a full-time basis.

Checkers and cashiers earn from 80 cents to $1.47 per hour on a part-time basis and from 80 cents to $1.60 per hour for full-time work. Apprentices are paid 80 cents to $1.75 per hour.

Meat cutters get $1.50 to $2.50 per hour. Head clerks are paid $65 to $85 per week.

Assistant department managers get $80 to $100 per week. Department managers make $80 to $125 per week.

Assistant store managers earn $90 to $135 per week. Store managers make all the way from $6,000 to $12,000 per year.

Stores offer a variety of fringe benefits for full-time employees. Such benefits would seem to be a very important consideration to anyone contemplating a career in the foods industry.

Fringe benefits include paid vacations, sick leave, free life insurance, health and accident protection, profit sharing, workman's compensation, holiday pay, and Christmas bonus. Some companies have attractive retirement plans while others set up trust savings funds in which all employees may participate.

Of course, the variety and extent of extra benefits varies from company to company. In general the larger organizations offer the more attractive benefit plans.

The questionnaire includes this question: Would a city-wide training program in cooperation with the public schools be of assistance to the grocery business? Almost all of the respondents answered *yes* to the question. Some of the responses are given below:

"Yes, if the curriculum included proper emphasis on independently operated stores as well as chain operations."

"It may be of help if specific courses relating to management or food retailing are offered to supplement the store training program."

"It would be of definite assistance but not nearly as important as a strong foundation in basic mathematics, reading for logic, and writing for neatness and legibility. Once we have someone with these 'basics' it is no problem to teach him our methods. Proper attitude toward each job in the food business is also important for complete job satisfaction."

Based upon the findings of this survey a brochure called, *Today's Opportunities in Food Retailing,* was prepared. This instrument which is designed for student use will serve as a summary of this report.

## Today's Opportunities in Food Retailing

I. *Why Choose Food Retailing As a Career?*
   1. The food industry is the largest business in the world, and the prediction of 30 to 50 million more people by 1975 makes this business an unlimited opportunity for a career.
   2. There are over 300 food stores in Flint. There are over 1500 part-time employees and over 1600 full-time employees.
   3. This expanding business creates a great opportunity and demand for youth, both for employment and ownership. There is a need for competent young people who want to make a career of food retailing.

II. *It Offers Opportunities for Advancement.*
   1. Young people can get a good beginning as co-op students in part-time jobs and summer employment.
   2. A regular on-the-job program helps to train employees for better jobs.
   3. With growth and changing methods in the food industry, young people with special skills are being sought for important managerial positions.
   4. Many of the top executives in this field started as carry-out boys and clerks.

III. *It Provides Unusual Awards for Initiative and Industry.*
   1. Income in the food retail industry is regular.
   2. Many companies offer additional fringe benefits, such as paid vacations, insurance, bonus and profit-sharing opportunities.
   3. Hours of work are comparable to most other businesses.
   4. Qualified competent people are promoted rapidly.
   5. Executive income ranges from $6,000 to $12,000 per year.

IV. *It Offers Steady Employment.*
   1. The food industry is one of the fastest growing businesses in the nation.
   2. Because of the stability in the food industry, employees can count on the nearest thing to a year round income.
   3. Food retailing offers job security.

V. *What Fields Are Available In The Food Industry?*
   1. Distributive education for selling.
   2. Trade and industry for meat cutters

VI. *If You Want A Career With An Opportunity For Advancement, For Good, Regular Income And Pleasant Working Conditions, Work That Is Interesting, And Job Security, The Food Industry Offers The Ambitious, Dependable Young Man A Promising Future.*

# Let's Not Forget the Girls!

## Their Role in A Technological Era Has Special Significance

By Margaret Booher

LET US STOP to consider the education of our high school girls, lest they be forgotten in the elan to change the curriculum to meet the demands placed upon it by the advent of a scientific and technological era.

Are these changes being made primarily for the purpose of guiding our young men into education and training for their roles in this era at the expense of neglecting the girls?

What part will our present high school girls play in these changing times?

What do they demand of an educational program to prepare for the many responsibilities they will be expected to perform?

**SOME, but by no means a very large** percentage, of the girls will take their places along with the young men in the fields of science and mathematics. About 20 per cent will continue their education into college. However, the important role expected of our girls is to provide happy, successful homes for the young men of this generation, and to bear, nurture and care for the next generation. This is necessary if the home is to continue to be the heart of our democratic society.

Statistics show that girls desire this role and they are assuming the responsibilities of homemakers at an early age. About eight per cent of high school girls marry at the age of 16 or 17. The average age for marriage is 20 years, at which time eight out of 10 girls are married. They will spend one-fourth of their lives single and three-fourths married. Many young married women are in the labor market for a few years before the period of child bearing. After this period, three out of five married women return to work.

*Miss Booher is Coordinator of Homemaking, Tucson Public Schools, Tucson, Ariz.*

In the saying, ". . . doctor, lawyer, merchant, chief," reference is made to four different persons, each carrying out a specialized type of work. When referring to a manager, nurse, counselor, diplomat, teacher, cook, decorator, gardener and carpenter, it means a job description of some of the activities of just one person, a homemaker. She needs to have some degree of specialization in all of these areas in order to fulfill her responsibilities as a wife and mother, and at the same time be a person in her own right.

**THERE IS SO little time for the girls** to train for such an important role. We must be very sure we are educating our young people for living now and in the future and not for a society that no longer exists. This means understanding change and adjusting patterns of living to it. It also means realigning value systems for present needs, while at the same time, retaining the finest of past cultures. Curriculums need to be carefully planned in order to provide educational experiences for girls to reach the following objectives:

**To develop** a self-concept of herself in the role of a successful homemaker.

**To acquire** knowledge, skills and understandings required in the performance of homemaking activities for the physical care of the family members.

**To develop** values and understandings necessary in providing a home environment to enable each member of the family to develop to the best of his potentialities. This includes the provision for the homemaker's own personal growth, and the establishment of proper business-family relationships conducive to the advancement and promotion of the husband in his occupation.

**To recognize** the responsibility for setting an educational environment that nurtures the desire for learning and the development of values and appreciation necessary for understanding own culture and that of other people.

**To develop** skill in the management of family finance. This includes long time planning of family goals as well as the management of monthly and fixed expenditures.

**To receive** education that provides a base for making decisions in regard to her family. There are extra decisions that have to be made by a working wife who performs the duties of her job along with those of being a wife and mother.

**To receive** some training that could be used as a means of earning a living in case of a need to supplement the family income or in the event of the premature death of the husband.

**WHAT COURSES in the high school** curriculum will best meet these objectives? How shall these courses be taught so that students have experience in choice-making and problem-solving, participation in the analytic and creative processes and the expression of self discipline?

When educators have found the answers to these questions and put them into practice, the girls will be prepared, along with the boys, to work side by side in this scientific and technological era.

# From the U. S. Office

**The Practical Nurse Education Section** announced the release on January 19 of its new publication, *Source Materials for Practical Nurse Education*, (FS5.123:273), which provides a current listing of instructional materials for use in practical nurse education. This annotated compilation of selected references includes sources from which materials may be requested, some audio-visual materials, and suggested reference and textbooks for teachers, coordinators, and students of practical nursing. It is designed for use by faculty and supervisory personnel in practical nurse education. Requests for the publication, accompanied by a remittance of 20 cents per single copy, should be sent to Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. (Postage stamps are not acceptable.) When ordering from the Government Printing Office, use the identifying catalogue number for the publication. A 25 percent discount is allowed on an order of 100 copies or more.

* * *

**On December 31, Walter H. Cooper,** Program Specialist, Trade and Industrial Education Branch, retired from the Office of Education after completing eighteen years of active service. His co-workers and friends wish for him many years of health, happiness, and contentment. It was in December, 1940, that Mr. Cooper, then State Supervisor of Trade and Industrial Education in Colorado, accepted the position of Special Representative, Trade and Industrial Education, Office of Education. During the ensuing years of the War Production Training Program he served as Regional Agent. In December, 1946, he was appointed Regional Field Representative with the responsibility of coordinating all vocational education services in his region. Mr. Cooper became Chief of Trade and Industrial Education in July, 1947, which position he held until February, 1953, when he was appointed Consultant in Employer-Employee Relations. From June, 1954, until his retirement he served as Program Specialist, Trade and Industrial Education Branch, for the Central Region. Mr. Cooper's faith in vocational education, his long and varied experience in the field of trade and industrial education, and his keen understanding of policy and regulations, made him a valuable member of the staff. His contributions to vocational education have been numerous and important. Mr. and Mrs. Cooper are now making their home in Denver (P. O. Box 633).

* * *

**William Paul Gray and John Farrar are** accompanying national officers of the Future Farmers of America on their annual Good-Will Tour which extends from February 2 to March 6. The tour schedule includes stops in 16 eastern and midwestern cities. Visits have been scheduled with 55 business concerns, organizations, and other interested groups. The State FFA president and advisor join the tour group in each State visited. Similar tours have been conducted annually since 1949. The purpose is to inform business and organizational leaders of America about vocational agriculture and the FFA; at the same time giving the FFA officers a firsthand view of work being done in parts of the economy outside agriculture, and a chance to meet the people who are doing such work.

* * *

**John Farrar of the FFA staff will be in** Chicago March 6 and 7 to serve as an advisor to the Young Peoples Committee of the American Farm Bureau Federation. The principal purpose of the meeting is to analyze young people's work in the Farm Bureau, develop a better understanding of the place of the Young Peoples Committee in the overall Farm Bureau organizational structure, and to initiate plans for program development. Some time will also be spent planning for the young people's part in the 1959 national AFBF convention.

* * *

**R. E. Naugher and H. N. Hunsicker** represented the Agricultural Education Branch in an Inter-Organization Committee meeting held in Washington on January 22 and 23. Several young farmers, representing different organizations, were called in for consultation on problems faced by rural youth in becoming established in farming. In addition to the Agricultural Education Branch, participating organizations included the U.S.D.A. Federal Extension Service, American Farm Bureau Federation, National Grange, Farmers Union, and American Institute of Cooperation. The purpose of the Committee is to help the participating groups keep informed on work being done in the area of training young farm people.

* * *

**E. J. Johnson of the Agricultural Edu**cation Branch was an advisor to the Junior Fact Finding Conference of the American Poultry Industries, Inc., in Kansas City, Missouri, February 12-15. The Junior Conference draws participation from Future Farmers of America and 4-H Club members from throughout the United States, and is designed principally to help young people find oportunities in production, processing, and marketing phases of the poultry industry.

* * *

**In furthering a study of the curriculum** for the cooperative part-time program being conducted by the Distributive Education Branch, Edwin L. Nelson, consultant, on special duty for the study, visited State offices and local schools in Missouri, Kansas, South Dakota, and Iowa in November. Further work on the study will be carried on during visits to Texas, Oklahoma, and Louisiana in February.

* * *

**A. W. Tenney, Program Specialist for** the Central Region, Agricultural Education Branch, left the Office January 1, 1959, to serve as Executive Director of the newly established Agricultural Hall of Fame. Until a permanent site has been selected, his headquarters will be in Kansas City, Missouri. The Hall of Fame is being organized to give recognition to outstanding leaders in the field of agriculture. It proposes to establish a museum of agricultural implements and machinery, an assembly hall for holding meetings and conferences, and to have other facilities designed to promote agriculture.

* * *

**A Steering Committee composed of rep**resentatives of the American Vocational Association, National Education Association, National Safety Council, American Society of Safety Engineers, U. S. Department of Labor, and the U. S. Office of Education, met in Washington on December 2 and 3, to explore and recommend plans for a conference on occupational safety education. This meeting, sponsored by the Trade and Industrial Education Branch and coordinated by Howard K. Hogan, Specialist for Employee-Employer Relations, carried out the recommendation of the President's 1958 Conference on Occupational Safety calling for a guide for the organization and implementation of effective school safety programs to be conducted through the cooperation of appropriate agencies at the local level. From the Division of Vocational Education were: John P. Walsh and Earl M. Bowler of the Trade and Industrial Education Branch, Alvin Hollenberg of the Agricultural Education Branch, and Mildred Reel representing the Home Economics Education Branch.

* * *

**Instructors, supervisors and administra**tors of vocational education in the District of Columbia heard on February 19 an address by John P. Walsh, Director, Trade and Industrial Education Branch, on *Vitalizing Trade and Industrial Education Programs through Broadening the Basis of Instruction and Emphasizing the Technical Aspects.*

* * *

**The Home Economics Education Branch** *—Its Functions, Relation to State and City Personnel, Staff Services, and Publications* was the subject discussed by Edna P. Amidon, Director of the Home Economics Education Branch, at Columbia University on December 15. She met with graduate students in the Department of Home and Family Life at Teachers College.

* * *

**The Delta Kappa Gamma Society, com**posed of outstanding women in education, recently voted Edna P. Amidon, Director of the Home Economics Education Branch, to international honorary membership. Miss Amidon was initiated on December 6 by Nu State, District of Columbia, at an impressive ceremony attended by over 100 educators.

* * *

**Edna P. Amidon, Director of the Home** Economics Education Branch, and Mary S. Resh, Program Specialist, Trade and Industrial Education Branch, participated in the National Conferences on Homemaker Services in Chicago on February 9-11. Held under the auspices of the U. S. Department of Health, Education and Welfare, with the cooperation of national social and welfare organizations, the conference explored ways to meet the Nation's growing need for women qualified for employment as paid homemakers

Miss Amidon represented the Office of Education on the Staff Committee for the Conference; Mary Resh, who was a member of the pre-conference study group on recruitment, training, and personnel policies, also served as a recorder during the Conference.

* * *

**Johnie Christian, Program Specialist,** Home Economics Education Branch, served as consultant at a meeting of leaders in home economics held in East Lansing, Michigan, on December 5, to discuss *Issues Facing Home Economics Education.* Material prepared at the National Home Economics Teacher Education Conference was used as a basis for discussion by the State and city supervisors, teacher educators, and heads of college departments who attended.

* * *

**Margaret Alexander, Program Specialist,** Home Economics Education Branch, served as a consultant at the annual Pennsylvania Home Economics Teacher Education Conference held in Harrisburg, December 1 and 2. Discussions centered on plans for rewriting the home economics section of the State plan. Certification requirements for home economics teachers, minimum standards for teacher education departments approved to prepare teachers for vocational home economics departments, plans for research, and implications for teacher education of revisions in homemaking curriculums for secondary schools were discussed. Miss Alexander also served as a consultant at the meeting of the State Committee on Home Economics Curriculum, held in Harrisburg. *Job Opportunities for High School Home Economics Trainees* was one of the topics discussed at this meeting.

* * *

**To explore the possibilities of developing** and making available more adequate instructional materials, the Trade and Industrial Education Branch sponsored a national conference in Washington, D. C., January 19 through 23. Curriculum specialists and teacher educators from 20 States attended. Earl M. Bowler, Assistant Director of the Branch and Conference Coordinator, was assisted by two consultants, Merle E. Strong of The Ohio State University, and C. Thomas Olivo, New York State Department of Education. Other members of the Planning Committee were John P. Walsh, Edward G. Ludtke, and Walter H. Cooper. All staff members of the Trade and Industrial Education Branch participated in the conference, serving in various capacities during the five-day workshop.

* * *

**Developing and utilizing our womanpower potential** was one of the major areas of consideration during the annual meeting of local directors, supervisors, and coordinators of trade and industrial education in Indiana. Mary S. Resh, Program Specialist, Trade and Industrial Education Branch, participated in the conference which was held at the Indiana University Medical Center on February 12 and 13. Her presentation, *Training Our Girls and Women for Industrial Occupations,* and an employment service report on job opportunities for women in Indiana, were implemented by group discussions on *How Can Indiana Provide More Training for Women?*

* * *

**A teachers' guide to accompany a sales** training program of the National Paint, Varnish, and Lacquer Association has been prepared. Written by George Sanders, Program Specialist, with the assistance of members of the staff of the Distributive Education Branch, the manual is to be published by the Association to aid nonprofessionally trained instructors who teach the sales training course *Hidden Power.*

* * *

**To obtain materials and data for the** study of teacher training for distributive education being conducted by the Distributive Education Branch, Mary V. Marks, special consultant, conferred with supervisors and university officials in Colorado, California, and Washington during December. Miss Marks continued the study with visits to Tennessee, Illinois, Michigan, and Ohio in January.

* * *

**In order to explore and develop understandings** of the training of highly skilled technicians as these are related to the purposes and provisions of Title VIII (Area Vocational Education Programs) of the National Defense Education Act of 1958, a conference was held in Washington, D. C., on January 22. In attendance were representatives of other government agencies, organizations, and associations which are concerned with the training and employment of technicians. The conference was under the general leadership of James H. Pearson, Assistant Commissioner for Vocational Education.

* * *

**Technical Education in the Next Decade** was the title of an address made by John P. Walsh, Director, Trade and Industrial Education Branch, during the 18th Annual Junior College Conference held in Austin, Texas, on February 9. He also visited schools in Texas during his assignment, particularly those offering oil technology programs.

## DETROIT PROMOTES PRACTICAL NURSE TRAINING

Trade extension programs for licensed practical nurses who are currently employed has been a special project of the Detroit Public Schools, Practical Nursing Program.

This type of program has many advantages. For instance, the educational facilities can serve a dual function: day preparatory and evening extension. In Detroit, all practical nurse education training facilities are centered in one location. The program is under the direction of a Department Head who is a qualified registered nurse supervisor.

The licensed practical nurses and their Association know whom to contact for requests for continuing education. The community becomes aware of it as a service which assists in meeting local health needs.

Requirements are the same as for any other trade extension program. The enrollee must be currently employed in nursing and must have a state license as a practical nurse.

Twenty students are required to open a class. A qualified registered nurse, who meets vocational certification, is assigned to give the instruction.

The courses may be either in the area of nursing knowledge and skills, or interpersonal relationships—which will assist in improving nursing care of patients.

This type of program serves the licensed practitioner as medical-nursing progress is dynamic and practical nurses need to progress with it in order to serve effectively.—MRS. HELEN R. BIEHL, R.N.; Head, Detroit Practical Nursing Center.

## NEWLY ELECTED STATE OFFICERS

GEORGIA: S. D. Felts, Emory University, Secretary.

KANSAS: Harold B. Walker, Arkansas City, President; Leo Folck, Winfield, President Elect; Louis L. Cagle, Topeka, Executive Secretary (Recording and membership secretary); Vice Presidents: Harold B. Walker, Arkansas City, Agriculture; Miss Jessie Durgan, Caldwell, Homemaking; John Ames, Lawrence, Business; Ralph E. Landes, Industrial.

LOUISIANA (Agriculture): T. H. Burns, Vivian, President; C. C. Welborn, DeRidder, Vice President; Lester Armand, Kinder, Secretary; T. S. Colvin, Shreveport, Treasurer.

MICHIGAN (Homemaking): Miss Susan Burson, Ypsilanti, President; Mrs. Thelma L. Graper, Lansing, Treasurer; Miss Catherine Stall, Greenville, Secretary.

MISSISSIPPI (Magnolia State Vocational Association): William Triplett, Vicksburg, President; Lloyd A. Smith, Cleveland, 1st Vice President; Mrs. Mildred McNair, Belzoni, 2nd Vice President; N. C. Buford, Lorman, 3rd Vice President; W. C. Boykin, Lorman, Secretary-Treasurer.

NEBRASKA: John Chrismer, Lincoln, President; L. E. Watson, Humboldt, Vice President; Mrs. Laura Bridgeman, Waverly, Secretary-Treasurer.

OHIO: Carlton Sherrick, Lancaster, President; John Starling, Lima, Vice President; Ralph J. Woodin, Columbus, Executive Secretary; Robert M. Reese, Columbus, Membership Secretary; Margaret Liggett, Columbus, Recording Secretary; Merle E. Strong, Columbus, Treasurer.

RHODE ISLAND: Raymond L. Malone, President, John E. Bassett, 1st Vice President; Manuel DeMotta, 2nd Vice President; Bruce G. Britton, 3rd Vice President; Fred Young, Recording Secretary; William F. Rouse, Treasurer.

## CORRECTION

John J. Duggan is Director, Washburne Trade School, Chicago and Joseph Portle, former Assistant Director, is now Principal of the Cooley Vocational High School (formerly called the Washburne Vocational High School) in Chicago.

The Washburne Trade (Apprentice) School has been separated from the Washburne Vocational High School since November, 1956 and is located at 3233 W. 31st St.

We apologize for incorrectly identifying Mr. Portle in the December issue.

## JOHN CLAUDE, SCHOOL SHOP EXPERT, RETIRES FROM ROCKWELL

John Claude, a school shop expert with an outstanding 35-year record of service has retired from Rockwell Manufacturing Company.

Mr. Claude, who has served Rockwell as manager, School Sales, Delta Power Tool Division since 1950, spent the previous 26 years as manager of textbook sales and advertising manager of *Industrial Arts and Vocational Education* magazine for Bruce Publishing Co., Milwaukee, Wisconsin. He also headed his own industrial arts and vocational education consulting firm.

During his colorful career, which will be continued on a consulting basis for a number of firms, he was: a mechanic for the Old Dusenberg Racing Team, an engineering officer for America's Air Force in France during World War I, and owner and chief mechanic of his own garages specializing in "souping-up" racing cars.

The long-time consultant to architects and school officials in the planning of school shops is a Laureate member of Epsilon Pi Tau, national honorary society for industrial arts and vocational education, as well as a member of AVA and the American Association of School Administration. He is listed in *Who's Who In Commerce and Industry*.

As school sales manager for Delta, Mr. Claude has been responsible for many safety improvements in tools and shop layouts. His outstanding record was recognized earlier this year when he was invited by President Eisenhower to attend the President's 10th Anniversary Conference on Occupational Safety. He was honored by AVA at the 1957 convention in Philadelphia.

**William E. MacLachlan,** assistant manager, School Sales for Rockwell Manufacturing Company's Delta Power Tool Division, has been promoted to Manager, School Sales.

*Members of the DE Policy and Planning Committee met at AVA headquarters in January. L. to r., Edwin Nelson, R. C. Van Wagenen, Donovan Armstrong, Roy Fairbrother, Warren G. Meyer (Chmn), M. J. DeBenning, Nelle Flynn, George Sanders, Harold K. Collins. Mrs. Flynn is the first representative of the National Association of DE Teachers to serve with this divisional leadership group.*

**Robert T. Stoner,** State Director of Vocational Education in Pennsylvania since 1953, has been dismissed in a "consolidation of staff," effective January 28, 1959. Mr. Stoner had 31 years of service in public education, including 18 years in the Pennsylvania Department of Public Instruction in various capacities. His work in post-high school technical education and adult vocational education has been widely recognized. During World War II he directed America's largest civilian defense education school in the 14-acre Pennsylvania Farm Show Building at Harrisburg. He was honored by his staff of 500 professional people in that school in 1943 by a life membership in AVA.

His leadership in administrative and legislative planning for vocational education in Pennsylvania is the basis for the further development of county area vocational-technical schools in the State.

*Some of the participants on the opening program of a woods demonstration program at Florence, S. C., Jan. 30. Shown looking at materials in the nursery production station are left to right, W. E. Gore, State Supervisor of Agricultural Education; Robert N. Hoskins, General Forestry Agent, Seaboard Airline Railroad; Congressman John McMillan; Milton M. Bryan, U.S. Forestry Service, Washington, D. C.; and Ed Pickens of Columbia, Assistant State Forester with State Commission of Forestry.*

*The program included the dedication of two tree planters, one presented by the banks of Florence to M. P. Nolan, agriculture teacher, at Florence, for use in Florence County; and one by the banks of Darlington to George McKenzie, ag teacher, Darlington, for Darlington County.*

## AVA HONORS AUTOMOBILE MANUFACTURERS WITH AWARD OF MERIT

The American Vocational Association's Award of Merit was presented to the Automobile Manufacturers Association at special ceremonies in Detroit Dec. 11.

Offering the award in behalf of AVA was A. D. Althouse, Detroit Assistant Director of Vocational Education. It was accepted by Harry A. Williams, Managing Director, AMA.

In making the presentation, Mr. Althouse praised AMA for 12 years of continuous contributions of valuable aids and services in the field of automotive mechanics instruction. Reviewing some of the organization's special services to the field, he listed the preparation, printing and distribution of the following publications:

- *Automotive Instruction in Your Community* (100,000 copies to dealers, school administrators and teachers)
- *Opportunities in the Automobile Service Industry*—21,500 copies to school administrators and school counselors
- *What Can a Dealer Do to Get Good Service Men?*—61,400 copies to automobile dealers
- *Aids for Teachers of Automobile Mechanics Available from Automobile and Related Industries*—2,500 copies of three editions made available to teachers on request
- *Standards for Automotive Service Instruction in Schools*—16,000 copies (80 pages) distributed to school superintendents, principals, state departments of education, and teachers.

Mr. Althouse pointed out that the standards book has been accepted nationally as basic for automobile mechanics instruction and "has already done much to improve automobile mechanics instruction in our schools."

Listing many additional and valuable services of AMA, Mr. Althouse referred to the organization's consistent support of the Automotive Industry—Vocational Conference; the establishment of two scholarships for automobile mechanics instructors (at Wayne State University and the University of Illinois); and the contribution of $140,000 to a scientific seven-year study of the qualifications of students who elect to enter automobile mechanics training programs (at the University of Michigan).

*Dr. G. Harold Silvius, A. D. Althouse, Harry A. Williams (AMA Managing Director), Earl Bedell and Robert C. Lusk (AMA Education Director), at ceremonies in Detroit when AVA Award of Merit was presented to AMA.*

In accepting the award Mr. Williams said:

"It is especially appropriate that we have received this AVA Award of Merit from Mr. Althouse, of the Detroit Public Schools. His leadership in the AI-VE Conference has been outstanding, and we are doubly honored by receiving the award from him."

## ADULT DE HAS FIRST ANNUAL CONFERENCE

The First National Conference for Adult Distributive Education was held in Austin, Tex., November 30-December 5 under the co-sponsorship of the Distributive Education Department, the University of Texas Division of Extension; the Texas Education Agency; and the U. S. Department of Health, Education, and Welfare.

Sessions were devoted to determining local training needs; selecting and working with advisory committees; promotion; training for part-time instructors; developing training materials; and a special U. S. Office of Education report.

Other topics of study included small business institutes; dynamic teaching methods, techniques and visual aids; and the application of dynamic teaching and group discussions of a new course, human understanding. A promotional display was a special feature.

Discussion leaders included Homer Bronstad, Nathan Ivey, John A. Beaumont, Mike Palmer, Frances Bowden, D. A. Thompson, Calvin McIntosh, and Pauline Burbrink.

Also: William B. Logan, Beth Coughlin, Nelle Flynn, Lou Koudelik, Sarah P. Wilson, and M. A. Browning.

At the opening session, participants were welcomed by James R. D. Eddy, Dean, Division of Extension, the University of Texas; John A. Beaumont, Director, Distributive Education Branch, Vocational Division, U. S. Office of Education; and M. A. Browning, Texas State Director of Vocational Education.

# New Books

*Open Door to Plenty.* National Agricultural Chemicals Association, 1145 19th St., N.W., Washington 6, D. C., 1959. 64 pages, free.

An informative fact book on the pesticide industry, this illustrated publication tells the story of agricultural chemicals and how they are used to protect food, property and health.

* * *

*Summaries of Studies in Agricultural Education, Supplement No. 11.* Vocational Division Bulletin No. 272, Agricultural Series No. 71, 1958. 86 pages, 35 cents. Order from Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This annotated bibliography of studies in agricultural education includes a classified subject index.

* * *

*Plans, Records and Accounts of Supervised Farm Work Experiences for Students in Vocational Agriculture,* prepared by the North Atlantic Regional Record Book Committee. Delmar Publishers, Inc., Albany 5, N. Y., 1958. 46 pages.

The procedures outlined in this book should help vo-ag boys in the selection of a farm for work experience, the development of a business agreement with employers, planning a program of training and experiences, and keeping records and accounts.

* * *

*DE Training Programs in Outside Selling.* Order from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., 1958. 15 pages, 15 cents.

Prepared by the Distributive Education Branch, Vocational Division, U. S. Office of Education, this bulletin discusses personal distributive activities that are conducted primarily at the buyer's place of business (or other appropriate outside place) as contrasted with retail selling.

* * *

*Labor Education Outside the Unions,* by Alice H. Cook and Agnes M. Douty. New York State School of Industrial and Labor Relations, Cornell University, Ithaca, N. Y., 1958. 148 pages, $2.00.

In this report, three elements are studied in the work of the United States and the countries of western Europe and they form the basis for later comparisons. They are: the concept and nature of education for the group of workers, as contrasted with education for the individual worker; the concept and nature of the state's role in workers' education; and the concept and nature of the coordinating voluntary organization.

* * *

*400 Jobs for People Over 60,* by Martin C. Briggs. Wayside Press, Mendota, Ill., 1958. 96 pages.

This directory covers salaried positions as well as self-operated businesses that may be successfully handled by men and women over 60.

* * *

*S-O Rorschach Test* (Preliminary-Non-Illustrated Edition). *Technical Report on the California Test of Mental Maturity. California Analogies and Reasoning Test. California Study Methods Survey* (Grades 7-13). *Picture Interest Inventory* (Grades 7 to Adult). California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif., 1959.

These titles are the five newest publications in the field of standardized tests offered by the California Test Bureau.

* * *

*Relationships Between Industrial Arts Education and Trade and Industrial Education.* State Board for Vocational Education, Olympia, Wash., 1958.

Jointly prepared by the Office of the State Superintendent of Public Instruction, the Trade and Industrial Division of the State Board for Vocational Education, and the Washington Industrial Arts Association, this bulletin was produced to illustrate the relationships of industrial arts and vocational-technical education.

* * *

*Creative Design for the Industrial Arts Teacher,* prepared by the Design Research Team, Department of Industrial Education, University of Minnesota; coordinated by Dezso D. Sekely. Ford Motor Co., Educational Affairs Department, Dearborn, Mich., 1958. 64 pages, 25 cents. *Order from Ford Creative Design Book, A & W Press, Box 350, Poughkeepsie, N. Y.*

With the publication of this booklet, Ford Motor Company demonstrates a continued and broadened interest in the progress of education in the industrial arts. This is a first, giant step forward, bringing concrete suggestions and procedures related to design into a stimulating and coherent statement for the classroom teacher.

The content is an outgrowth of a troubled feeling on the part of a group of graduate students and teachers that design, with its numerous implications, has not received sufficient attention from industrial arts teachers. These men formed the Design Research Team and spend hundreds of hours in discussion and experimentation.

* * *

*Arc Welded Projects for the School Shop.* The James F. Lincoln Arc Welding Foundation, Cleveland 17, O., 1958. 46 pages, 50 cents.

This series of shop-tested projects is presented as an aid to arc welding practice and also as a stimulus to welded project design.

* * *

*Fabricating With Formica,* by James M. O'Neill. The Bruce Publishing Co., Milwaukee 1, Wis., 1958. 64 pages, $3.50.

Described by its publishers as the only book of its kind in the field, this work illustrates in detail the handling and storing of laminate, the use of hand and power tools, the selection of core material and adhesives, the bonding of the laminate to the core, and the dressing off techniques.

* * *

*Arc Welding,* by William Sellon and John Matthews. The James F. Lincoln Arc Welding Foundation, Cleveland 17, O., 1958. 44 pages, 50 cents.

This revised, third edition of a basic instruction manual is planned for the beginner welder. Material has been added.

*Fundamentals of Pipe Drafting,* by Charles H. Thompson. John Wiley & Sons, Inc., 440 Fourth Ave., New York 16, N. Y., 1958. 66 pages, $3.50.

This book has ben prepared for students who have accomplished the basic skills of mechanical drawing and wish to develop specialized skills in pipe drafting.

* * *

*Servicing and Calibrating Test Equipment,* by Milton S. Kiver. Howard W. Sams & Co., Indianapolis 6, Ind. 184 pages, $2.75.

Test instrument repair and calibration is covered here in five chapters that start with common errors that service technicians occasionally make and end with proper steps to be taken to avoid such problems.

* * *

*Know Your Oscilloscope,* by Paul C. Smith. Howard W. Sams & Co., Indianapolis 6, Ind. 153 pages, $2.00.

Prepared for all users of oscilloscopes, the approach of this manual is from a technical viewpoint but the subject matter does not require an engineering background for comprehension.

### FILMS

*Four Star Farmers,* color, 18 min. The Venard Organization, Peoria 2, Ill., 1959. Free except for postage.

This new film, for the first time, takes viewers to the home of an American Star Farmer and to the homes of three regional winners: North Atlantic, Pacific, and Southern (1958 competition). It was sponsored by the Keystone Steel & Wire Co.

### LATEST WORD FROM WASHINGTON

*(Continued from page 6)*

pation in our nation's program of vocational education must be fought to a smashing defeat, if we are to continue to serve the vast training needs of America's youth and adults.

So far, no bill has been introduced in Congress to carry out the recommendations of President Eisenhower and the Joint Federal-State Action Committee. We are quite certain that such a bill will be introduced, however and we know full well the program is under attack. Let us not be found unprepared to defend and sustain the convictions and purposes of our profession.

See page 26 of your January JOURNAL for a list of members of the Joint Federal-State Action Committee.

► THE CONANT REPORT. We urge every AVA member to order a copy of Dr. James B. Conant's final report *"The American High School Today"* which is now available from McGraw-Hill Book Publishing Co., 330 W. 42nd St., New York 36, N. Y., at $1 per copy (paper back edition). Many of Dr. Conant's findings represent good news for vocational and practical arts education. We feel certain that wide circulation and study of his book will do much to improve public understanding and appreciation of the role of vocational education in today's society. We commend both the author and the publishers for a significant contribution to secondary education.

**M. D. Mobley**
*Executive Secretary and Editor-in-Chief*